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ABSTRACT

A Careers English Workshop, conducted at Delaware State College during June 1971, was devoted to documenting the 17 teaching strategies included in this publication. This document was designed as a guide for English instructors who teach in a career education program in the secondary schools throughout Delaware. The strategies reflect a more relevant and meaningful concern for improving communication skills and content than the traditional English language-arts approach. Each strategy is made up of goals, instructional objectives, content, activities, evaluation, and a bibliography. An annotated bibliography is appended. (GEB)

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State of Delaware
Department of Public Instruction
Dover, Delaware

STRATEGIES FOR TEACHING ENGLISH IN CAREER EDUCATION

August 1971

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FINAL REPORT

Project No. R-71-1

Strategies For Teaching English In Career Education

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

Compiled by

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August 1971

ED 059404

STRATEGIES FOR TEACHING ENGLISH IN CAREER EDUCATION

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Preface

The first edition of Strategies for Teaching English in Career Education was compiled from the materials developed at the Careers English Workshop which was conducted at Delaware State College during the week of June 21-25, 1971. Approximately thirty teaching strategies were documented by the workshop participants. However, only seventeen strategies were selected for inclusion in this initial publication.

The teaching strategies were carefully selected in order to provide variety in content and technique. They are concerned with many interesting topics while covering the total process of communication--listening, speaking, writing and reading. The strategies deal with arts and skills; thus, they relate to both the affective and cognitive domains.

This publication was designed for English instructors who teach in a Career Education Program in the secondary schools throughout Delaware. It can serve as a guide for the development of additional strategies for teaching English within the various school districts.

An advisory committee provided wise guidance during the early phases of the Careers English Workshop and participated in some of the related activities. Members included Joseph Mozzani, Assistant Principal at Delcastle Technical High School; William Palmer, Assistant Professor at the University of Delaware; Margaret Justice, English Supervisor in the Milford District; Pearl Lupin, Director of Secondary Education in the New Castle-Gunning Bedford District; Mildred Shields, English Supervisor in the Newark District; Mary Phillips, Reading Supervisor in the Indian River District; Monroe Gerhart, Vocational Teacher in the New Castle-Gunning Bedford District; F. J. Higgins, Supervisor of Occupational Education in the Newark District; Peter Miller, English Supervisor for the Wilmington Public Schools; and James Halligan, Work-Study Teacher at Christiana High School.

Special appreciation is due William Palmer, who not only served us well as a consultant but who also assisted us with the selection and revision of the teaching strategies found in this publication.

Dover, Delaware G.L.H.
August 1971

Foreword

The concept of CAREER EDUCATION has evolved from various sources throughout the United States during the past year. Advocates of this concept are emphasizing a practical and performance approach to assure that the teaching-thinking-learning relationship becomes more appropriate to the contemporary needs and interest of all students. Essential to this point of view is that all learning opportunities must provide for the necessary knowledge, skills and attitudes to prepare secondary school students more adequately for a changing and challenging society, a constantly expanding job market, and an increasing demand for knowledge and skill acquisition.

The success of Career Education depends considerably upon the ability of all students to communicate effectively through both oral and written processes, and to relate communication techniques to all aspects of school and community activities. The instructional strategies contained in this guide represent a departure from the traditional English language arts approach and tend to reflect a more relevant and meaningful concern for the improvement of communication skills and content.

Concerned educators in the State of Delaware recognize the need for performance--based instructional criteria which provide for successful participation and learning attainment on the part of the student. The extent to which English teachers utilize, implement and modify the basic structure of the units represented in this guide will strongly influence the direction and dimension of Career--related education.

Randall L. Broyles
Assistant State Superintendent

Acknowlegments

The Delaware Department of Public Instruction wishes to express its gratitude to the many individuals who contributed to the development of this publication.

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TEACHING ENGLISH TO JOB-CENTERED STUDENTS

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The primary objective of this workshop is for us to consider new guidelines for teaching English to job-centered high school students. Job-centered students are those adolescents with an interest in and knowledge of particular trades, adolescents not only with strong manual and mechanical ability, but adolescents who sometimes have a vocation already in mind--but adolescents who often stand on the sidelines in our educational offerings for those students "college bound."

Like most other adolescents, the job-centered student's success or failure "on the job" will depend on conditions of employment, attitudes held toward work, and the nature of the job itself. But unlike other adolescents, the job-centered student will take, most likely, future employment of the miscellaneous kind as it comes from the public or society, employment ranging from work in food services, say, to welding. Thus, we will be considering new guidelines for teaching English to potential auto-mechanics, beauticians, carpenters, electricians, farmers, waitresses, hospital aides, library assistants, stationary engineers, printers and such other similar jobs. Our chief task, therefore, becomes much more than a mere examination of present methods and materials for the improved teaching of English. More specifically, our main task is this: How are we to document teaching strategies and assess instructional materials for _job-centered students_? Those students differ in vocational goals and _sometimes_ (note that I only say _sometimes_) in academic ability from the masses of other students in our schools today.

As carefully screened participants in this workshop, we come together with some suggestions as solutions already within our grasp, but suggestions that may not be absolute. Some of us may share similar ideas, but perhaps with different degrees of clarity. Others of us will disagree. Nevertheless, the majority of us clearly comprehend one thing in common: In our present pluralistic society, we can no longer ignore _it_. Books and films all of a sudden are celebrating _it_. The news media chroncical _it_. Governors spread word of _it_, even if with an equivocating quality. And _it_ is this: Vocational-technical schools for job-centered students are springing up at an ever-increasing speed, and they will continue to do so not only throughout our State of Delaware, but throughout the whole country. Keeping our ultimate objective in mind during this workshop, then, we must be as practical and far-sighted as possible, ready to bargain, ready to reshape and redefine our thinking in the light of new ideas.

But _where_ and _how_ do we begin? We know we must work during this week to plot guidelines for the improved teaching of English to job-centered students. And we also know that few educators have developed adequate materials for teaching English to job-centered students. This latter expression of dissatisfaction does not mean that there are no materials and methods in print and practice for the often forgotten students interested in the world of work. What it does mean is that these few educators who have devised curricula for job-centered students often reinforce the same methodology as the used in traditional English programs.

The specific objective traditional English teachers set for their students is the ability to express themselves "correctly." Such educators assume not only that the correctness in the English language is absolute, but that the measures of this correctness are definite rules. Thus, their students get a strong background in grammar. Their students learn, as they mature, the laws of logic and the principles of rhetoric--in short--the "disciplines."

Teaching for traditional English teachers, then becomes simple. They root out the mistakes or errors and cultivate the language that is "correct" according to rules in handbooks--handbooks derived from one another for decades and commonly divided into two parts: grammar and composition. They perpetuate the dichotomy in writing--grammar first and composition to come. But unfortunately, traditional texts, materials and teachers provided for little more than abundance of intensive drill material in grammar, the memorization of principles and elements of "correct" usage, and the building of one block of factual knowledge upon another--the routine of drills, rules, memorization and classification.

Learning how to describe a language, however, is not at all the same as learning how to use language with power and thought. Too often each goes its own way. As a result of traditional English instruction, the student's work in English often reflects a shallowness and uselessness--the result of a philosophy which forces an artificial dichotomy on the learning process, a philosophy that removes the student to the periphery of meaningful experiences.

Where do we begin, then? We can begin with the job-centered student himself. Such a student, when learning, must find meaning in more than mere facts. What the job-centered student himself contributes to the learning experience--his personal involvement, his creative, critical and cognitive juices stirring inside him and often simultaneously--has often been disregarded by English teachers. We often hear the cliché, teaching as a process, but if we are going to make the statement a reality, the process must not be construed as presentation equalling learning--or the building of one brick upon another brick of factual knowledge. We, of course, must build into our instruction some cognitive considerations--but we must also do so around the emotions, personalities and interests of our students. And with job-centered students, we cannot forget occupational interests nor the academic training necessary to activate the actual placing of such students in the world of daily work.

Thus instructional efforts in English for the job-centered student must be shaped according to vocational, social, emotional and educational needs in order for the students to see immediate connection between the instruction he receives and the demands of daily living. We need, then, more constructive individual practices and procedures than the "how-to-do-it" pre-packaged materials and machines so frequently used in global programs. Commercial materials alone must not be the sole determining factor of what English is to be taught to job-centered students. As we develop guidelines for teaching English to job-centered students, we must do so in sequences that are not comprised of a "minimum time requirement" to be accomplished by all students without regard for apparent individual differences.

Let us begin our workshop pursuits in a way similar to that in which the scientist works. Let us seek hidden likenesses to fuse together--similarities that exist between the student, with his own use of language, and the subject-matter to be taught. Let us give job-centered students many opportunities to observe, discuss and modify their language, thought and behavior--to make comparisons and to formulate conclusions--to see the value in alternative choices.

Now _how_ do we begin? I suggest the Language-Experience approach to learning.* Such an approach provides a fresh method of attacking the job-centered student's academic frustrations and failures. This approach bridges the gap between the student's spoken language and experiences and the printed word. Materials are based on experiences closely related to interests, job, or both, and can become more meaningful than routines of the drill, memorization, classification and rules variety. In addition, because activities within this approach can be personal and meaningful, they provide high motivation for learning. Such an approach can help the job-centered student acquire general and technical sight vocabularies he will encounter in his varied job-training experiences. And when job-centered students are called to write down their daily experiences as well as their work experiences, they may, with proper instruction and further probing, become increasingly aware of general linguistic and semantic factors in our language, such as sentence structure and the significance of words. They may extend meaning--or their semantic capabilities or concept attainment, so necessary for comprehension, so necessary for critical thought. Indeed, job-centered students must learn to assimilate new ideas and information with their own knowledge, interest and experiences.

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*I suggest the reading of books by a most reputable authority on the language-experience approach, Russell G. Stauffer, Professor of Education and Director of the Reading-Study Center at the University of Delaware. Although Dr. Stauffer primarily relates the language-experience approach to the teaching of reading, he calls such an approach "Eclectic" because "it embraces the best practices regardless of their source and does so in a functional communication-oriented way." [Russell G. Stauffer, _The Language-Experience Approach to the Teaching of Reading_; Harper and Row, New York, 1970; preface xiii.]

In conclusion, I emphasize first where we can begin in our workshop pursuits--with the job-centered student himself. We must first learn as much as possible about our students, their backgrounds, attitudes, vocational interests, as well as their attitude toward the various kinds of instruction we as teachers give them. Second, I suggest how we can begin--with the language-experience approach to learning. The language-experience approach to learning suggests a more rational, more effective, more humane and less wasteful approach than the numerous patchworks of marginal methods on the market today. The language-experience approach to learning can initiate a vital, vibrant and vigorous student-teaching interaction. And the language-experience approach to learning can stir within job-centered students the realization that there must be--and that there can be--far better ways for them to reach their goals.

Thank you, and good luck during your workshop--during this "week of work."

TEACHING STRATEGIES FOR CAREER-ORIENTED STUDENTS

Gary L. Houpt
State Supervisor of English Education
Delaware Department of Public Instruction

During the week of June 21-25, a group of educators congregated on the campus of Delaware State College for the Careers English Workshop. The participants were teachers and supervisors representing school districts in Delaware. They came together to do a very important job--develop teaching strategies for career-oriented students.

The workshop participants were guided by three objectives:

First, to construct and document teaching strategies for English in a career-oriented program;

Second, to assess instructional materials which could be utilized in Careers English; and

Third, to establish a bibliography of instructional materials which could be used in Careers English.

When the participants looked at the schedule, they saw the following:

Schedule for the Week

Monday, June 21

9:00 A.M. - Introductions

Dr. Wilmer Wise, Director
Planning, Research and Evaluation Division

Dr. Daniel Koble, Director
Career Education Division

John Wilson, Supervisor
Cooperative and Work Study Program

9:30 A.M. - Orientation and Organization

Gary Houpt, Supervisor
English Education

10:00 A.M. - Discussion
"Problems and Solutions"

12:00 A.M. - Reports
"Activities and Materials"

Tuesday, June 22

9:00 A.M. - Evaluation of Career Programs
Mrs. Mildred Snowberger, Supervisor

9:15 A.M. - "Criteria for Evaluation of Materials"

10:00 A.M. - Reports on Evaluation

10:30 A.M. - "Improving Communication for the Career-Centered Student"
Dr. William Palmer, Consultant
University of Delaware

11:30 A.M. - Discussion

12:00 A.M. - Assessment of Instructional Materials

Wednesday, June 23

9:00 A.M. - Documentation of Teaching Strategies

12:00 A.M. - Assessment of Instructional Materials

Thursday, June 24

9:00 A.M. - Documentation of Teaching Strategies

12:00 A.M. - Assessment of Instructional Materials

Friday, June 15

9:00 A.M. - Preparation of Annotated Bibliography and Documentation of Teaching Strategies

11:00 A.M. - Reports from Participants

12:45 P.M. - Summation

As planned, a considerable amount of time was spent during the first morning working in small groups. The participants were asked to identify problems which the career-oriented student faced in school, especially in his English class. For each problem, they were asked to propose a possible solution. Then, the problems and solutions were reviewed by the entire group. The first day's activities helped everyone get a better or closer look at the students for whom the curricular materials were being prepared.

On the second day the participants began their work by first considering criteria for the evaluation of instructional materials. Copies of Criteria for the Selection of Textbooks and Other Instructional Materials, which was approved by the Delaware State Board of Education in 1968, were distributed and reviewed in order to generate thought in that area of concern. Although no specific listing of criteria was used during the workshop, the participants were better able to assess the instructional materials which were put before them as a result of their exposure to the various criteria.

The remaining days were devoted to the assessment of instructional materials and the documentation of teaching strategies. This activity produced, by the end of the workshop, an annotated bibliography and more than twenty-six strategies for teaching English. These strategies had such titles as: "Before the Job," "Buying on Time," "The Advertisement," "The Report" and "What You Don't Know and Where To Find It."

Thus far, you have heard frequent use of the term "teaching strategy." What is a teaching strategy? Quite simply, a teaching strategy is a plan of action which deals with an identified problem. It is a carefully prepared plan which can be easily understood by any teacher.

In order to facilitate the development of the teaching strategies, the following format was recommended:

Format for Teaching Strategies

A. Goal - an aim or purpose for learning

B. Instructional Objectives - those actions which the student will perform

C. Content - the ideas or meanings to be presented

D. Activities - the procedures and methods that are relevant to the objectives

E. Evaluation - the process of ascertaining or judging the attainment of the objectives

F. Bibliography - a listing of the instructional materials

Each participant was asked to oversee the documentation of at least one teaching strategy. In most cases, the topics and ideas chosen for the strategies had been field-tested in various schools during the previous year. Since the participants worked in small groups, they were able to exchange information and ideas during the time when the strategies were being developed.

After the rough drafts of the teaching strategies had been prepared, they were circulated so that other participants had an opportunity to read and react to them. The entire process seemed to be much more than a cooperative exercise. To quote several teachers, it was "an extremely gratifying learning experience."

It was decided at the conclusion of the Careers English Workshop that the State Supervisor of English Education would work closely with the twenty-six school districts in Delaware during the 1971-72 academic year in order to assist them with the utilization of the prepared strategies. The twenty-eight participants who represented twenty-three districts agreed that they would serve their schools in the development of an appropriate English program for career-oriented students.

Not long ago, Dr. Sidney P. Marland, Commissioner of Education in the United States Office of Education, indicated that career education should be provided not just for a few students, but for all students. Without question, educators must provide a meaningful English program for all students. Once and for all, they must put an end to the conditions which cause people to say that "the language arts program for employment-bound kids is simply a watered-down copy of the college prep program." Only good planning will eradicate those conditions.

Does the future look bright? Are the needed improvements being made? Definitely, yes! Evidence can be seen in the accomplishments of the Careers English Workshop as well as in the work of the many interested teachers and administrators throughout the country. There seems to be a renewed respect for "adequate planning and preparation." The efforts are producing English language arts programs which are really structured to meet the needs of the career-oriented student.

When student needs have been clearly recognized, educators must deal with them in a positive manner. They must not be afraid to maintain appropriate standards. Students have learned that it is easier to complain than it is to study. Hence, teachers, supervisors and administrators must continue to provide the necessary strategies.

BEFORE THE JOB

A Strategy for Teaching Job Preparation and Interviewing

I. Goals

The purpose of this strategy is to enable the student to successfully search and apply for a job which fits his experience and needs. It encompasses the where and how, where to begin looking for a job and how to begin--such as developing a business letter, interpreting and answering a newspaper want ad, requesting information about a job in a letter, preparing printed résumé and application forms, and conducting himself during an interview. What the job-centered student does to interrelate reading, writing and speaking skills is of utmost importance.

THE NEWSPAPER AD

(Part One)

II. Instructional Objectives

A. The student will locate an employment want ad in the classified section of a newspaper.

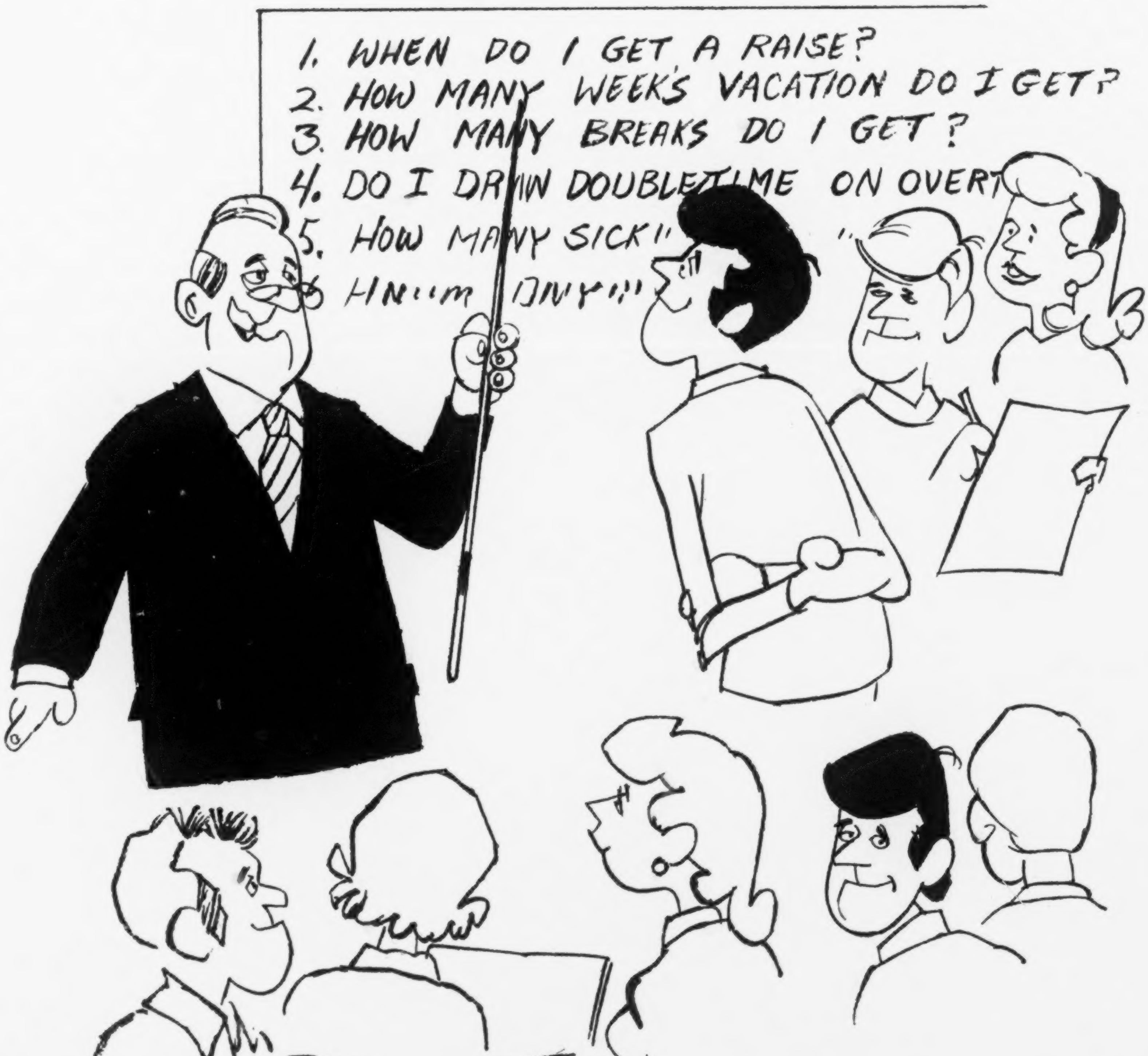
B. The student will interpret a want ad, including necessary abbreviations.

C. The student will locate a want ad which fits his trade, abilities and needs.

III. Content

A. A discussion could serve as an appropriate introduction.

1. Reasons for going to want ads are:
    - a. Permanent employment.
    - b. Lack of other job opportunities.
    - c. Finding more comprehensive listings.
    - d. Summer or part-time employment.
2. Want ads are available in:
    - a. Classified section of newspapers.


1. WHEN DO I GET A RAISE?
2. HOW MANY WEEK'S VACATION DO I GET?
3. HOW MANY BREAKS DO I GET?
4. DO I DRAW DOUBLETIME ON OVERT
5. HOW MANY SICK

BEFORE THE JOB

        - b. Trade magazines.
        - c. Commercial magazines.
    - 3. There is differentiation of jobs--i.e., males, females, or males and females.
    - 4. There is an alphabetical organization of jobs.
    - 5. Certain job expectations are:
        - a. Age requirements.
        - b. Marital status.
        - c. Location.
        - d. Salary.
        - e. Suitability to trade ability and interests.
        - f. Working hours per day.
        - g. Part-time or full-time employment.
- B. Each student will bring to class three employment ads which are of interest to him.
    - 1. A few ads will be read aloud in class (one objective is to see if students have any difficulty interpreting the abbreviations).
    - 2. Together the class will devise a list of common abbreviations (a list is available in Turner's The Jobs You Get).

IV. Activities

- A. The class could be divided into groups (3-5 per group).
- B. Each student will read one ad to the class.
    - 1. He will explain where he found this ad.
    - 2. He will explain why he chose this ad.
    - 3. He will explain what the ad demands.
    - 4. He will explain what he intends to do next in seeking this particular job.

C. Each student will write a want ad of his choice or interest.

D. All ads will be combined to form a want ad page as in a typical daily newspaper.

V. Evaluation

The student will find a specific want ad in the paper. Then, given a listing of several want ads, the student will decipher them, explaining the demands of the ads. All abbreviations must be correctly identified. The student will then select one ad and explain why it best fits his individual needs.

VI. Bibliography

Aurner, Robert R. and Paul S. Burtness. Effective English for Business Communication. Cincinnati: Southwestern Publishing Co., 1970

Shrader, Hugh E. The World of Work. Portland, Maine: J. W. Walch, Publisher, 1968.

Turner, Richard H. The Jobs You Get. New York: New York University Press, 1962.

THE REQUEST LETTER
(Part Two)

II. Instructional Objectives

A. The student will write a clear, courteous, concise and complete business letter.

B. The student will carry out standard business letter activities successfully.

III. Content

A. Pretest--Each student will write a letter to a company, requesting information concerning possible employment (emphasis is on standard business letter form).

B. An introduction will be made through the use of Hyman Kaplan's White Banner, "Voices 3" text.

1. After reading and discussing the story, students will identify possible errors in business letter writing.

2. Students will exchange and correct each other's letters.

3. The students will compare their errors with the errors in the Kaplan letter.

C. A letter of request will be prepared.

1. Review format of business letter.

2. Be brief, definite, neat.

3. Avoid unnecessary details.

4. Include all information the receiver needs.

   a. Where you got the idea.

   b. What educational interests and experience applicant possesses.

5. Tell why you desire the position.

6. Enclose return postage or self-addressed, stamped envelope.

7. Be courteous and appreciative.

8. Pointers on writing a good letter will be stressed.
   - a. Write in straight lines.
   - b. Keep margins straight and parallel to edge.
   - c. Keep letter clear.
   - d. Use best handwriting.
   - e. Fold letter properly.
   - f. Center letter on page.
   - g. Write on lined paper.
   - h. Sign in own handwriting.
   - i. Use only one side of a paper.

IV. Activities

Students will rewrite and correct Hyman Kaplan's letter. (If the Voices text is not available, the teacher might find or devise a similar incorrect business letter.) This can be done in a variety of ways--individually, on the chalkboard, or via a transparency. The student will successfully carry out the standard business letter activities described in sections III and IV before the evaluation.

V. Evaluation

Each student, individually, will write a business letter requesting information concerning a specific job with some company. (The letter may stem from the previous strategy concerning want ads.) In writing this letter, the student must exhibit good form, show clarity, brevity, and courtesy, and follow the rules of writing a good letter. Check List Attached.

VI. Bibliography

Cline, Jan and Ken Williams. Voices in Literature, Language, and Composition 3. Boston: Ginn and Co., 1969.

Jochen, Albert E. and Benjamin Shapiro. Vocational English 3. New York: Globe Book Co., 1971.

Shrader, Hugh E. The World of Work. Portland, Maine: J. W. Walch, Publisher, 1968.

Turner, Richard H. The Jobs You Get. New York: New York University Press, 1962.

RÉSUMÉ (DATA SHEET) AND APPLICATION FORM
(Part Three)

II. Instructional Objectives

A. The student will demonstrate an understanding of all terms found in résumé and application forms, as measured by correctly preparing all forms.

B. The student will prepare a complete application form for a position he desires.

III. Content

A. Introduction--each student will receive and briefly look through actual application forms and data sheets. (These forms are often available from area newspaper companies.)

B. Explain why we fill out these forms.

1. Employer can learn your background.
2. Employer can learn your capabilities.
3. Employer can learn your goals.
4. Employer can learn your good qualities.

C. Résumé (Data Sheet) --explanation

1. Short biographical sketch of the applicant.
    - a. History
    - b. Education
    - c. Employment
2. Should be only one sheet.
3. Should accompany an application letter.
4. Will serve as a recall to you many years later.

D. Application Form--covers the same information as the résumé, but it is the official form which the employer uses during the interview.

E. Teacher and students will go through the sample résumé and application forms together, step by step, as students complete the forms.

1. Some rules to follow in filling out the forms are:
    - a. Use a typewriter or print in ink.
    - b. Fill in all information which pertains to you.
    - c. Be honest and truthful.
    - d. Be neat.
    - e. Be careful of spelling.
    - f. Be sure all information is correct.
    - g. Write out your signature.
2. Some misunderstood terms are:
    - a. Bonded.
    - b. Naturalized citizen.
    - c. Date available.
    - d. Differentiation between present and permanent address.
3. Be very careful with references.
    - a. Never use a relative.
    - b. Ask permission of reference before using his name.
    - c. Be certain of his full name, address, and phone number.
    - d. Use the names of well-established persons, i.e., clergyman, doctor, teacher.
    - e. Differentiate between character and professional.
        - (1) Character deals with your personality.
        - (2) Professional deals with your competency and your attitude as well as your personality.

4. Some forms call for the applicant to write a summary in his own handwriting which includes:

    a. Past experience.

    b. Reasons for wanting the job.

    c. Qualifications for the job.

IV. Activities

Each student will write a paragraph or two summarizing his reasons, work experience and qualifications for a specific job. (This may stem from the previous part concerning the business letter). Students will then exchange papers and attempt to understand one another's summaries. Students will select, as models for the class, summaries which they consider very good. Class consensus will determine whether the student's qualifications meet with the requirements of the applied-for job.

V. Evaluation

Each student will receive a blank résumé and application form to fill out. He must complete both forms on the bases of correct interpretation of terms, overall precision of data, completeness of information and coherency of summarization.

VI. Bibliography

Aurner, Robert R. and Paul S. Burtness. Effective English for Business Communications. Cincinnati: Southwestern Publishing Co., 1970.

THE INTERVIEW
(Part Four)

II. Instructional Objectives

- A. The student will determine and demonstrate favorable impressions during an interview with an employer.
- B. The student will ask pertinent questions during an interview.
- C. The student will answer the employer's questions audibly, completely, and courteously.
- D. The student will display composure during an interview.

III. Content

- A. There are things to consider before the interview.
  1. Make certain that the employer holds all necessary information about you.
  2. Be sure of correct date, time, and place of interview.
  3. Be sure of interviewer's name and position.
  4. Confirm the interview appointment.
  5. Organize thoughts and questions concerning the desired job.
  6. Dress inconspicuously and neatly.
  7. Bring no one with you.
  8. Bring no bulky packages with you.
  9. Try to arrive a few minutes early.
  10. Check in with the secretary or receptionist.
      - a. Introduce yourself.
      - b. Explain why you are there.
      - c. Tell with whom you have an appointment.
      - d. Do not leave the room unnecessarily--wait patiently.

B. There are things to consider during the interview.

   1. Do not carry topcoat, packages or burning cigarette into the interview room.

   2. Be friendly, polite and pleased to be at the interview; don't be shy and soft-spoken.

   3. If necessary, introduce yourself.

   4. Be willing to talk.

   5. Be proud of yourself, but not conceited.

   6. Be attentive.

   7. Never let the conversation drop.

   8. Look directly into the eyes of the interviewer.

C. The questioning period is extremely important.

   1. Ask appropriate questions. (See attached list.)

   2. Have clear, direct, polite answers to all questions.

   3. Never evade the point of the question.

   4. Admit if you do not know the answer to a question.

   5. Never answer with just "yes" or "no"--explain.

   6. Never degrade a former employer.

   7. Do not name drop, but suggest, when appropriate, status people for further reference.

D. The applicant should possibly ask some questions.

   1. What will I be doing?

   2. Are promotions available to those who deserve them?

   3. Will any additional education help me in my work?

E. There are things to consider at the end of the interview.

   1. Remain alert--listen and look for signal which ends the interview.

      a. "All right, Mr. Smith, we'll be in touch with you."

      b. "Thank you for showing an interest in our company."

      c. The interviewer may gather and compile your application materials into a folder.

      d. The interviewer may simply stand up.

   2. Have a closing statement.

      a. "Thank you for the appointment."

      b. "May I expect to hear from you?"

   3. Show courtesy when leaving.

      a. Thank interviewer.

      b. Leave the door as it was when you entered.

      c. Thank secretary or receptionist.

IV. Activities

A. Play the record which accompanies Voices 3 (Lesson #32 "The Tuxedos"). This explains the techniques of a good job interview.

B. These activities are suggested. They are found in the Voices 3 text.

   1. Students will read page 478, "Job Hunting" and complete practice exercise.

   2. Students will answer the questions on page 479, the object of which is to see if the students understand the qualifications and are aware of possible jobs.

   3. Students will read information under "Selling Yourself" and complete Practice 2, to evaluate themselves as good or poor job prospects.

4. Students will read Practice 3 "Dear Loser" and a discussion should evolve from the following questions concerning why the applicant was not hired.

5. Students, divided into pairs, may ask each other the possible interview questions shown on the ATTACHED LIST. The answers to these questions should reflect correct interviewing techniques found in the content of this strategy.

V. Evaluation

The teacher arranges an interview for each student with personnel in the local community or a mock interview for each student with some person qualified to interview, i.e., an administrator or a shop instructor. Each student, during his scheduled interview, must demonstrate a favorable impression, ask pertinent questions, answer interviewer's questions in an appropriate manner (see attached list), and appear relaxed during the interview.

VI. Bibliography

Block, Jack and Loe Labonville. English Skills for Technicians. New York: McGraw-Hill Book Co., 1971.

Cline, Jay and Ken Williams. Voices in Literature, Language and Composition 3. Boston: Ginn and Co., 1969.

Jochen, Albert E. and Benjamin Shapiro. Vocational English 3. New York: Globe Book Co., 1971.

Turner, Richard H. The Jobs You Get. New York: New York University Press, 1962.

Letter of Application

711 State Street
Denver, Colorado 67189
June 14, 1967

Applicant's address:

Personnel Manager
Apex Coil Company
1405 High Street
Denver, Colorado 67189

Prospective Employer's address:

Dear Sir:

Please consider this letter as an application for employment with the Apex Coil Company. I obtained your name and address through the Denver Post where you placed your ad for people to work in your wiring department.

Where you got the idea.

Particularly, I would like to apply to work in your department where electrical motors are repaired. You stated in your ad that you wished people to work in that department.

What do you want to do?

While spending much of my spare time working with electrical appliances, I found many people wanting me to fix theirs for them. Our Industrial Arts course also offered instruction in electricity, as did the high school physics course where I learned much about the theory, and conducted experiments with practical equipment.

Your education, experience and interest.

I would be happy to come in for an interview at your convenience. My telephone number is 516-9980.

Being polite.

Enclosed you will find a fact sheet. I am sure it will provide you with answers to some of the questions you may wish to ask about me. Thank you very much for your consideration of my letter.

More information.

Sincerely,

s/John H. Doe
John H. Doe

Your signature:

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our Company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting high school all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?

22. How much money do you hope to earn at age 30? 35?

23. Why did you decide to go to this particular school?

24. How did you rank in your graduating class in high school?

25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?

26. What do you think determines a man's progress in a good company?

27. What personal characteristics are necessary for success in your chosen field?

28. Why do you think you would like this particular type of job?

29. What is your father's occupation?

30. Can you tell me about your home life during the time you were growing up?

31. Are you looking for a permanent or temporary job?

32. Do you prefer working with others or by yourself?

33. Who are your best friends?

34. What kind of boss do you prefer?

35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?

36. Can you take instructions without feeling upset?

37. Tell me a story!

38. Do you live with your parents? Which of your parents has had the most profound influence on you?

39. How did previous employers treat you?

40. What have you learned from some of the jobs you have held?

41. Can you get recommendations from previous employers?

42. What interests you about our product or service?

43. What was your record in military service?

44. Have you ever changed your major field of interest?

45. Do you feel you have done the best scholastic work of which you are capable?

46. What do you know about opportunities in the field in which you are trained?

47. How long do you expect to work?

48. Have you ever had any difficulty getting along with fellow students and faculty?

49. Which of your high school years was the most difficult?

50. What is the source of your spending money?

51. Do you own any life insurance?

52. Have you saved any money?

53. Do you have any debts?

54. How old were you when you became self-supporting?

55. Do you attend church?

56. Did you enjoy your four years at this university?

57. Do you like routine work?

58. Do you like regular hours?

59. What size city do you prefer?

60. When did you first contribute to family income?

61. What is your major weakness?

62. Define cooperation!

63. Will you fight to get ahead?

64. Do you demand attention?

65. Do you have an analytical mind?

66. Are you eager to please?

67. What do you do to keep in good physical condition?

68. How do you usually spend Sunday?

69. Have you had any serious illness or injury?

70. Are you willing to go where the company sends you?

71. What job in our company would you choose if you were entirely free to do so?

72. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

73. What types of books have you read?

74. Have you plans for graduate work?

75. What types of people seem to "rub you the wrong way"?

76. Do you enjoy sports as a participant? As an observer?

77. Have you ever tutored an underclassman?

78. What jobs have you enjoyed the most? The least? Why?

79. What are your own special abilities?

80. What job in our company do you want to work toward?

81. Would you prefer a large or a small company? Why?

82. What is your idea of how industry operates today?

83. Do you like to travel?

84. How about overtime work?

85. What kind of work interests you?

86. What are the disadvantages of your chosen field?

87. Do you think that grades should be considered by employers? Why or why not?

88. Are you interested in research?

89. If married, how often do you entertain at home?

90. To what extent do you use liquor?

91. What have you done which shows initiative and willingness to work?

Frank S. Endicott: Making the Most of Your Job Interview, New York Life Insurance Company, July, 1964.

CHECKLIST FOR INTERVIEWER

A. Has interviewer received all necessary information about the applicant?

B. Does applicant know interviewer's name and position?

C. Is applicant dressed inconspicuously and neatly?

D. Is applicant alone?

E. Is applicant carrying any bulky materials?

F. Is applicant on time or even a little early?

G. Is applicant friendly and polite?

H. Does applicant remain standing until asked to sit?

I. Does applicant listen attentively?

J. Is applicant willing to speak?

K. Does applicant sit up straight?

L. Does applicant look into eyes of interviewer?

M. Does applicant answer all questions directly?

N. Does the applicant ask pertinent questions?

O. Does applicant explain answers rather than saying merely "yes" or "no"?

P. Does applicant degrade a former employer?

Q. Does applicant name-drop?

R. Was he aware when the interview ended?

S. Did he have a good closing or farewell statement?

T. Did he show courtesy when leaving?

U. Did the applicant appear to be pleased to be at this interview?

DOLLARS, CENTS OR NOTHING?

A Strategy for Teaching Communication Skills

I. Goals

A. The major goal will be to illustrate the need for job competency. A vital concern is the need for effective communication skills as one of the most valuable keys to one's success in the world of work. It must be made clear that the individual who is highly skilled may expect the dollars; the mediocre, the cents; the unskilled or unprepared, possibly nothing.

B. The student will be provided with opportunities to become aware of the numerous jobs available to him. Emphasis will be placed on those language arts skills that will assure him success on the job and improve his self-image.

II. Instructional Objectives

A. The student will discover the many opportunities available to him.

B. The student will discuss the need for language.

C. The student will speak about his interest in certain occupations.

D. The student will interview individuals who are "on-the-job."

E. The student will write about job-related experiences.

F. The student will read materials pertaining to jobs.

G. The student will write acceptable business letters, make oral and written reports to an employer, and complete application forms satisfactorily.

III. Content

A. The student will receive information regarding all kinds of jobs. Emphasis will be placed on discussion in addition to utilizing a variety of audio-visual equipment.

B. The teacher should make brief introductory remarks concerning goals or expectations.

C. This should evoke discussion--pivotal question-answer method. (The worker's need for English on the job)

NOTE: Once the individual begins his work, his chief desire is to succeed. How important, then, is English to his success?

D. The teacher should ask the students to consider the following situations:

1. A television repairman not talking about what is wrong with a customer's set.
2. A mason not discussing the steps that he is to build.
3. A nurse silently attending a patient.
4. A dressmaker fitting a dress in absolute silence.
5. An auto mechanic returning a customer's car without an explanation. (repairs)
6. A beautician silently styling a customer's hair.
7. A chauffeur who is unable to read and follow directions.
8. Others (to be added by teacher and students).

In what specific ways can good English help you (the student) on the job? (Students will become involved in discussion and additional reading and writing activities.)

IV. Activities

Some suggested activities are:

A. Visiting centers of interest to students.

B. Preparing reports on job descriptions (writing, pictures, oral).

C. Reading newspapers (want ad, job descriptions).

D. Interviewing (job pantomimes).

E. Inviting consultants to class upon request of students.

F. Viewing filmstrips or films related to jobs.

G. Examining trade journals (secured from a number of sources).

H. Conversing on the telephone: ordering materials, job seeking, reporting repairs on equipment. (Make use of services rendered by telephone companies--i.e., telephone sets, human resources (consultants).)

I. Playing roles in job situations.

J. Recording job interviews.

K. Giving and following oral directions.

L. Writing (business) letters.
(Make this a practical activity; there should be a reason for writing--seeking information, et cetera.)

M. Completing application forms.

N. Examining order forms (Secure samples from local firms.).

O. Examining employment tests (to develop the ability to read and follow directions).

P. Introducing technical terms for each trade.

Q. Displaying on bulletin boards.

R. Exhibiting materials collected (done by individuals or members of a specific group).

S. Writing a research paper (average or above-average students).

SAMPLE CLASS ACTIVITY: Communication in Action

> Purchase Order No. 38704-S was mailed by your firm to Johnson and Johnson on April 5. The order (for auto parts) was labeled "URGENT." Confirmation was received on April 15 and delivery promised on May 2. It is now May 7 and the parts have not arrived. Compose a letter/telegram to Johnson and Johnson to find out "why" and "when."

GUIDES TO WRITING BUSINESS LETTERS

1. Be concise, clear and courteous.
2. Use either block or semiblock form, preferably semiblock, since to indent a new paragraph is more natural than to begin it at the margin.
3. In typed letters, double space between parts and between paragraphs.
4. Type business letters or write them in longhand. Use semiblock form if the letter is handwritten.

DISCUSSION:

1. What kinds of business letters have you written or received?
2. What business letters might one need to write if he is not in business?

WRITING ACTIVITY:

Complete at least one of the following activities:

1. Secure from various businesses letters of application that are not confidential. Analyze them for form and content. Report on them in class or in small groups.
2. Write a letter to a manufacturer asking for additional information about some product that has been advertised in a newspaper or a magazine.

   NOTE: Choose something that you are really interested in knowing about. When this letter has been checked in class for form and content, you will address the envelope and mail the letter.

3. If possible, secure from different businesses letters (with names of the writers removed) requesting catalogues, information or samples. Analyze the letters in class or in small groups.
4. Write a letter of application for part-time work as a baby sitter, delivery boy, paper carrier, household helper, . . . PROOFREAD IT CAREFULLY. Address the envelope, fold the letter and place it in the envelope. Exchange with a partner and

check the form and content of the letter, the form of the envelope addresses and the folding of the letter.

NOTE: If you are really interested in the job for which you have applied, rewrite the letter, correcting any mistakes. Then mail it.

RELATED ACTIVITIES:

A. Invite personnel from industries to talk about the value of good communication in industry.

B. Arrange job interviews out of class.

C. Organize small groups of similar job interest.

D. Develop individual dictionaries of technical terms according to student's interests.

V. Evaluation

A. The student will declare his job interest.

B. The student will demonstrate his ability to locate and find information in sources pertaining to his specific job interest.

C. The student will explain the importance of effective communication.

D. The student will write a report about his job interest.

E. The student will make an oral presentation to the class.

F. The student will interview experienced personnel.

G. The student will list job-related publications--books, journals and magazines.

H. The student will demonstrate that he can:

1. Select and order appropriate materials.
2. Write acceptable business letters.
3. Make oral and written reports to the employer.
4. Complete applications satisfactorily.

VI. Bibliography

Dunning, Stephen, editor. Scholastic Literature Units: "Survival," "Success," "Personal Code." New Jersey: Scholastic Book Services, 1968.

An original paperback anthology which introduces each unit theme. Short stories, essays and poems get students involved in the exciting realization that literature has answers to questions they ask themselves: Who am I? What do I want from life? What are my limitations? My obligations to myself and others?

Jochen, Albert E. Vocational English (1-3). New York: Globe Book Company, 1968.

A valuable source in helping students to realize how English can help them to success in any vocation they choose. It illustrates practical approaches to the teaching of English. "It deals with things in the world of work--things you know about now and things you will be concerned with after you leave school."

Short chapters, clear and concise language, elimination of the memorization of a lot of rules.

McHugh, Walter J., editor. Your Own Thing: Reading Series. Wayne, Pennsylvania: Stone Educational Publications, 1971.

A series of books which appeal mainly to boys of minority groups.

Schachter, Norman. English the Easy Way. Cincinnati: Southwestern Publishing Company, 1969.

A workbook providing specific grammar skills--spelling, punctuation, capitalization.

Scope Magazine. New Jersey: Scholastic Book Services.

An outstanding weekly publication with high interest/ low vocabulary for students in grades 7-12. Many students who are reluctant readers eagerly await the arrival of this periodical.

Stewart, Marie M., Lanham, Frank W. and Zimmer, Kenneth. Business English and Communication. New York: Gregg Division, McGraw-Hill Book Company, 1967.

Turner, Richard H. The Turner Career Guidance Series. Chicago: Fallett Educational Corporation, 1970.

138 structured lessons in six workbooks that present a comprehensive and integrated program in career planning.

Each of the books treats a major aspect of career and job experience; they provide basic specific information on the world of work.

____________________. The Turner-Livingston Communication Series. Chicago: Fallett Educational Corporation, 1967.

What Job for Me? New York: McGraw-Hill Book Company.

An interesting series of paperbound volumes exploring a variety of occupations which are of interest to job-centered students.

REFERENCES
ANCIENT RELICS FOUND IN BRONX

WHAT YOU DON'T KNOW & WHERE TO FIND IT

WHAT YOU DON'T KNOW AND WHERE TO FIND IT

A Strategy for Teaching Reference Work

Introduction

Many vocational students are made to feel dependent on the teacher or others due to their "lack of knowledge." It is not that we teachers know much more than our students, it is just that we know where to look up what we do not know or cannot remember.

Every day we are bombarded with questions such as "How do you spell ______?" "Where do I find _______?" "When did he _______?" If our attitude toward these questions is negative, then the student will stop asking questions; thus he will stop getting needed answers. But, if the student could find out for himself, he could challenge and question and gather information at his own rate. The idea then is to make the student self-sufficient in obtaining information in the library, in the local courthouse or elsewhere.

I. Goals

A. The major goal is divided into four steps. The teacher decides just how far to take the student. The teacher can stop after Step One or progress through Step Four. The goal must be adapted to the individual student, his ability and the conditions in which he works. The entire goal could possibly be achieved in successive stages in three years. Again, it depends on the teacher, the time allowed and the ability of the student.

Goal: To provide the student with activities and experiences that will enable him to:

Step 1 -- Identify resource materials.

Step 2 -- Use resource materials.

Step 3 -- Gather information using the resources.

Step 4 -- Make his own system (file) of information developing his own organization, bibliography and index.

B. In order to explain what is meant by "resource materials," it is necessary to show how this strategy may be limited or expanded. The teacher may deal only with materials in the school or branch out to include the community, state and country. An example would be:

1. School
   - a. Classroom
     - (1) Dictionary
     - (2) Maps
   - b. Library
     - (1) Guide to periodicals
     - (2) Index to encyclopedias
     - (3) Almanac
   - c. Guidance office
     - (1) Job catalogues
     - (2) Student records

There are, of course, other areas and other sources, but this is up to the individual teacher. A broad example would be:

1. School
   - a. Classroom
   - b. Library
   - c. Guidance office
2. Community
   - a. Public services
   - b. Courthouse
   - c. Newspaper
3. State
   - a. Archives
   - b. Legislative buildings

        - c. Public Departments
    4. Country
        - a. Archives
        - b. Departments
        - c. Bureaus
        - d. Courts

Again, there are others, but this is just an example. A student could even become involved with other communities, schools, states or even countries.

The teacher may guide the student in the beginning by preparing in advance a list of resource materials available in the area of study. This will provide the student with a basis for his work.

II. Instructional Objectives

A. The student will visit those areas of the school that contain resource material. (If the expanded program is used, the student can write for information. Possibly a lesson on proper forms of letter writing can be included.)

B. The student will demonstrate his recognition of the various parts of the areas visited (i.e., know sections of library).

C. The student will locate and identify (from list) resource materials.

D. The student will recall the materials contained in different areas. (He should be able to take the list of materials and tell where they are located.)

E. The student will use reference materials in order to locate answers to particular problems.

III. Content

A. After visiting the areas of the school that contain resource materials, the student should have a basic understanding of what resource materials are and how they can be located.

B. Having demonstrated an understanding of major resource materials, the student must now demonstrate an ability to use them. Each skill can be developed as a unit with as much emphasis as needed.

Example:

1. School

   a. Classroom

      (1) Dictionary

         (a) Pronunciation

         (b) Parts of Speech

         (c) Derivation

         (d) Guide words

         (e) Syllables

         (f) Definitions

Again, this can be expanded or limited according to the class.

C. The student should have practical experience in looking up material.

D. The student will develop his own resource file. He may choose his topic, gather the information, organize the information and finally create his own system for using his resource material.

V. Activities

A. Spelling tests

B. Games such as Jeopardy, Match Game

C. Listing of resources

D. Individualized projects

E. Group projects

F. Studies done with maps

(Subject areas can be taken from hobbies, jobs or other subject classes.)

V. Evaluation

A. The student will recognize the various sections of the areas visited; for example, he might fill in a map of the library.

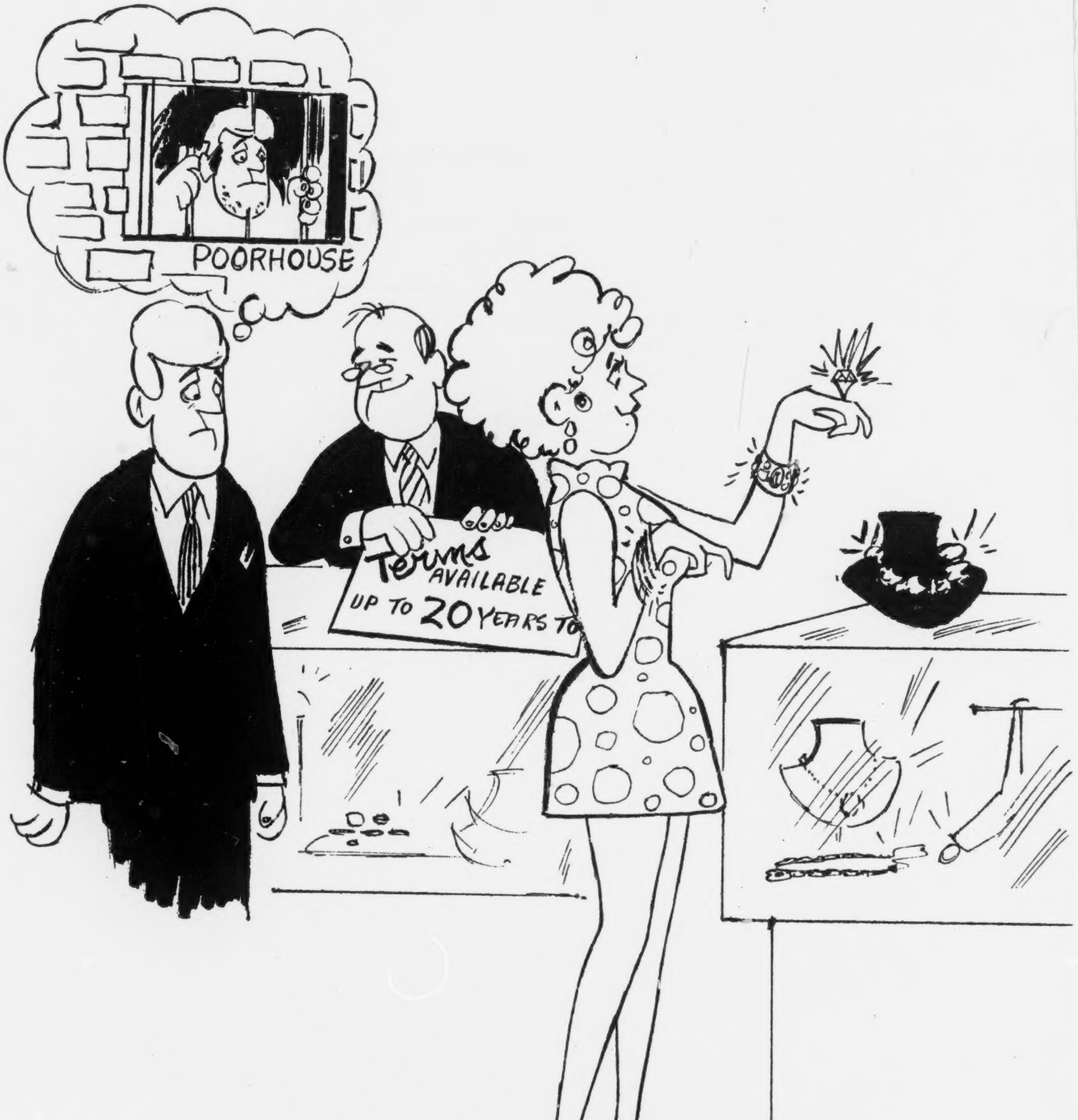
B. Given a list of resource materials, the student will identify each source and tell where it is located.

C. Using various reference materials, the student will locate answers to specific problems or questions.

VI. Bibliography

Based on materials available.

Examples:
Dictionary
Guide to Periodicals
Encyclopedias
Almanacs
World Books
Magazines
Telephone Books
Atlases
Catalogues
Newspapers


POORHOUSE
Terms AVAILABLE UP TO 20 YEARS TO

BUYING ON TIME — INSTALLMENT PLANS

BUYING ON TIME

A Strategy for Teaching Installment Plans and Loan Agreements

I. Goals

A general aim is to provide the student with safeguard techniques in installment buying and the purchase of loans from other sources. Through the processes of interviewing, telephone conversations and the filling out of money orders, checks and credit applications, the student will utilize the four basic skills.

II. Instructional Objectives

A. Having the term credit, the student will cite examples of the pros and cons of a credit system.

B. After citing available sources for credit such as a credit union, a finance company, a savings or commercial bank, and life insurance, the student will list general rules to follow in making installment purchases or loans.

C. After identifying loan companies in an area, the student will apply the general rules to investigate loan companies.

D. Knowing the functions of the credit bureau and the better business bureau, the student will utilize their assistance in checking out the firms.

E. The student will identify the following terms associated with installment buying and loan agreements: service charge, receipt book, interest rate, installment, postal money order, loan shark, emergency loan, credit rating, delinquent charges, collateral, credit contract and pawnbroker.

F. Given instructions in writing checks and filling out postal money orders, and credit contracts, the student will write a check and fill out a money order in order to pay the final installment on a purchased product.

III. Content

Prior to the learning activities in this plan, the student would be acquainted with periodicals and newspapers related to his particular vocation. Having worked with these materials, he would read articles from sources such as THE WALL STREET JOURNAL, BUSINESS WEEK, READER'S DIGEST, CONSUMER'S GUIDE, pamphlets from BankAmeriCard and Master Charge related to installment buying and loans. From these articles, the student would formulate ideas for a large group discussion on the pros and cons of credit. Use of social science textbooks would also be included. This plan could be used in conjunction with other writing activities--this type of writing activity being the report.

IV. Activities

A. A question to be discussed in large groups after reading about installment buying and loans would be, "What are the pros and cons of buying on credit?"

B. Invite a representative from the bank to speak on credit contracts, types of loans, interest rates, service charges and collateral.

C. Visit stores offering installment buying to interview various installment personnel to evaluate different plans.

D. Use an overhead projector to instruct the student in writing checks and filling out money orders.

E. Solicit safeguards from the student and suggest a list to use before buying a product on credit or borrowing money.

V. Evaluation

A. The student will write in report form his findings in investigating at least two installment plans and one loan agreement.

B. The student will present those excerpts from his written paper that he found to be valuable to persons using the installment plan or borrowing money (persons refer to fellow classmates).

C. The student will prepare a quiz on terminology learned in this unit and spell the words to the best of his ability.

D. The student will write a check and fill out a money order and a credit contract according to the instructions provided.

VI. Bibliography

A. Instructional Items

1. Postal money orders
2. Credit contracts
3. Checks--commercial or student-made
4. Pamphlets from banks concerning loans
5. Overhead projector and transparencies

B. Printed Materials

1. THE WORLD OF WORK, Hugh E. Shrader.
2. HOW TO BE A WISE CONSUMER, The Oxford Book Company, Angelica W. Cass.
3. EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION, Aurner and Burtness.
4. CONSUMER'S GUIDE.
5. BUSINESS WEEK.
6. READER'S DIGEST.
7. THE WALL STREET JOURNAL.
8. Related material in social science textbooks.

THE ADVERTISEMENT

A Strategy for Teaching the Advertisement Through Listening

Introduction

Most businesses spend a big part of their money to advertise the products or services they sell. Tobacco companies have been spending $240 million a year to advertise cigarettes and cigars on radio and television. The United States Congress felt these ads worked very well; that is why you have not seen any cigarette commercials since January 2, 1971.

Ads appear in many places. You see them on billboards, in buses and in subways. You hear them on radio and television. They appear in magazines and newspapers. They use different approaches in order to get you to buy.

I. Goal

The student will discriminate while listening to, reading and seeing advertisements and commercials in order to distinguish between fact and psychological appeal.

II. Instructional Objectives

A. The student will collect ads and commercials illustrating various appeals.

B. The student will identify the appeals used in the ads.

C. The student will recognize by sight and sound fifteen various gimmicks or psychological appeals used in advertising products and services.

D. The student will demonstrate one or more appeals of advertising in a student-created commercial, collage or ad.

E. The student will cite examples of language which elicit psychological reaction from the consumer.

III. Content

There are fifteen appeals:

A. Basic Ad -- Simply tell people to buy product. Show them what it looks like; if they have seen and heard name often enough, they may buy.

B. Eye Appeal -- Products such as foods which cannot be tasted by watcher of television or magazine reader suggest how good they taste by showing how good they look. (People enjoying the product)

C. Happy Family Appeal -- Cleaning products and vitamins employ this technique often. Message: If you want to show how much you love your husband or family, shine your floors with our wax, or give them our vitamins. "Wise mothers know that their families need _______."

D. An Expert Says -- People usually trust experts. A good chef is an expert on food. When the American Dental Association said that Crest tooth paste helps prevent tooth cavities, Crest became the best-selling tooth paste in the country.

E. "Everybody Likes" -- The message is "Get on the bandwagon! Our product is so popular you should like it, too." "Everybody doesn't like something, but nobody doesn't like Sara Lee."

Picture often contains people of different types (laborer, college student, lifeguard, housewife) enjoying a product.

F. Snob Appeal -- Customer wishes that others see that he is better in some way than they are. The message is "be like rich people, buy our product" or "They may cost a little more, but the best of anything is worth every cent."

G. Youth Appeal -- Aimed at young people; they buy many things and direct parents to buy certain brands. Also, many adults want to be younger than they are.

Pepsi-Cola--"For those who think young"--often with rock music in the background. Use of expressions like "where it's at," "get it all together, it's what's happening, baby!"

H. Symbols -- Quick way to give a message. Symbol suggests the product--"White Tornado" Ajax, "Jolly Green Giant."

I. "It's New" -- Product comes in a new can or bottle, has a new additive. The Food and Drug Administration stopped ads for Colgate Dental Cream with Gardol which had a new "invisible shield."

J. The Humble Approach -- The product or company is not the most popular. Added, of course, is the idea that they are trying very hard to get people to like the product. (Avis Rent-a-Car)

K. Statistician -- The survey shows "four out of five housewives" prefer our product.

L. Concern for Public Good -- Implies the product or company is a good one. "We don't pollute the air" (gasolines). If people think companies are concerned about the public, they may decide to do business with it.

M. Romantic Appeal -- Mouthwashes, cosmetics will make you more popular. Pretty girls even sell car mufflers.

N. Humor -- "Momma mia, that's a spicy meatball." (Alka-Seltzer). Humorous ads make fun of advertising appeals.

O. "Famous People Say" -- People want to act like the famous person in the ad. The person is not an expert on the product; but the psychologist says that if the consumer buys, he will have something in common with the famous person. (Tom Seaver-razor blades)

IV. Activities

The introduction of this unit is quite important. Students must be involved from the start.

A. Teacher should begin by collecting as much in the way of advertisement from different media as possible. Students should help.

1. Record ten to twenty radio commercials.
2. Record ten to twenty television commercials or use video tape if possible.
3. Clip minimum of twenty ads from newspapers and magazines.
4. Photograph billboards, if possible.

B. With materials in class, begin a discussion of how each ad or commercial tries to get the consumer to buy. Attempt to categorize the ads and commercials.

C. Elicit the fifteen appeals presented in the Content of this unit. Be sure you have provided ads from each category.

D. Students' activities will demonstrate knowledge and understanding of basic appeals.

Students should select two of the following activities--one from either Number 1, 2 or 3 and one from Number 4 or 5.

1. Small Group -- Two or more students may invent a product and a commercial or series of ads to sell it. This can be done on an individual basis as well. If students choose to do a commercial, have them specify a time (one minute or thirty seconds) and make it exact. Record or video tape the commercials.

2. Students independently may make a collage of ads illustrating a single appeal.

3. There could be research on various topics:

   a. Trading stamp scandal.

   b. Advertising psychology.

   c. Comparison and contrast between ads and commercials in different media.

4. Students could make lists of key words used in ads which distort meaning or elicit a psychological reaction. What are the words? What is the usual corresponding reaction?

5. Compare ads in magazines today with those of twenty to thirty years ago. Note particularly the length of sentences and the types of words used.

V. Evaluation

A. After listening to, watching or reading a number of advertisements and commercials, the student will identify the psychological appeal in each.

B. The first student-created project will illustrate an understanding of the specific psychological appeal or appeals the student set out to illustrate.

C. The second student project will cite examples of language in ads and commercials which evoke a psychological reaction; the student will also identify the type of reaction evoked.

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DEVELOPING A GROUP DISCUSSION

A Strategy for Teaching Discussion Techniques

I. Goals

Recognizing that the skill of communication in a group is an integral part of many learning situations, the primary goal of this strategy is to develop practical skills. This strategy as written could be used in many courses in which discussion is vital as well as separately in a nine-week course. When this is used as a separate course, the class could advantageously be heterogeneous; when the activities are used within a course, the interests of the job-centered student could easily be made the focal point of many discussions. The goal of having an elective or a unit devoted to group discussion would be that the skills learned would be carried over into other courses and into other areas of the students' lives.

II. Instructional Objectives

The instructional objectives fall into two categories: the nature of discussion and the behavior of the learner in discussion.

A. The student will demonstrate his knowledge of the nature of discussion by:

1. Identifying four of the six purposes of discussion.
2. Describing the six types of discussion.
3. Stating the responsibilities of members of the group.
4. Stating the responsibilities of the leader of the group.

B. The student will demonstrate his preparation for discussion by:

1. Suggesting topics of interest and importance to the group.
2. Gathering data from at least three different sources.
3. Stating reasons for including his material in the discussion.

4. Ascertaining the value of material presented by others.

5. Explaining the meaning of any technical terms he used.

C. The student will participate in group discussion by:

1. Stating clearly the problem being discussed.
2. Offering comments relevant to the problem.
3. Giving reasons for his comments when questioned by others.
4. Questioning other members of the group logically.
5. Restating the main points of the discussion.
6. Refraining from private conversation within the group.
7. Refraining from monopolizing the discussion.
8. Refraining from hostile personal reaction to other members of the group or their comments.
9. Operating effectively under a leader.
10. Leading a discussion (not possible for all students).

III. Content

A. The main purposes of discussion are:

1. Conversing casually.
2. Shaping information.
3. Increasing understanding.
4. Evaluating situations.
5. Solving problems.
6. Making decisions.

B. Six types of discussion to be studied are:

1. Casual conversation where there are two or more participants and no planned topics.

2. Brainstorming where the group freely submits ideas, comments, suggestions with no appointed leader or format.

3. Round table, informal in nature, which is similar to a committee and may or may not have an appointed leader.

4. Panel discussion, likewise informal where there is planned conversation based on collected information and ideas and given before a larger group.

5. Symposium where there is a series of formal speeches with topics and speaking order is assigned.

6. Open forum where questions are raised for the speaker(s) to answer.

C. Obstacles to communication which obstruct group discussion are:

1. Negative attitude such as:

    a. Apathy.

    b. Hostility.

    c. Frustration.

    d. Insecurity.

2. Habit of the recitative pattern instilled in the learner through many years in the classroom.

3. Subgrouping--private conversations taking place within the framework of the larger discussion.

4. Extended dialogue between two disputing members.

5. Dismissal reaction--labeling a suggestion in such a way that further talk on it is cut off, calling a suggestion "stupid," "ridiculous," "dumb."

6. Evasive reactions such as:

    a. Categorizing a remark as a generalization or an opinion.

    b. Using slogans, clichés, platitudes as substitutes for thought.

c. Throwing a smokescreen--doubletalk.

d. Assuming that one's position must be "either-or."

D. Responsibilities of group members are:

1. Knowing the subject.
2. Being open-minded.
3. Listening attentively and critically.
4. Evaluating objectively.
5. Thinking creatively.
6. Participating actively.
7. Thinking in terms of the group.

E. Responsibilities of the leader are:

1. Stating the topic and opening the discussion.
2. Keeping the discussion to the point.
3. Summarizing at key points and at the conclusion.
4. Keeping the discussion moving.
5. Creating an atmosphere conducive to participation.
6. Encouraging less talkative members.
7. Quieting monopolizers.
8. Helping to resolve conflicts.
9. Asking provocative questions.
10. Suggesting means of evaluation.

F. Adequate preparation for discussion on pre-assigned topics includes:

1. Careful research.
2. Systematic testing of evidence.
3. Systematic procedures for investigation.

IV. Activities

Types of discussion are:

A. Conversation.

1. Divide the class into pairs (not buddies) and ask them to converse for five to ten minutes.
2. Follow this by a class discussion of how to talk to a person one does not know well and how to begin a conversation effectively.
3. Repeat at frequent brief intervals with different pairs each time.

B. Brainstorming.

1. Divide the class into small groups.
2. Have each group choose a topic and discuss freely without any teacher participation.
3. Follow by class discussion of difficulties encountered and ways to overcome these difficulties.
4. Repeat as needed or when a situation calls for the technique.
5. Use a variety of ways to create interest in discussion.
    a. Role-playing in a given situation where the participants reverse "sides" at a given signal helps to develop quick thinking and appreciation for the viewpoint of others.

    (Example--student trying to persuade teacher his grade should be higher)

    b. Open-end discussion is one where the class is seated in a large circle and the small discussion group is in an inner circle with one vacant chair. Any member of the class is free to get up and sit in the vacant chair to offer a comment or ask a question after being recognized by a member of the small group.

    c. A discussion where each speaker is required to repeat in his own words what the previous speaker said in a manner acceptable to that speaker helps to develop creative listening.

d. Another effective method is to divide into groups of four to six each of which will choose a leader and reporter and then discuss the same problem for five minutes. At the end of this time the reporter of each group moves to another group, summarizes for them what his group has said, receives comments from the second group, and then returns to his original group and reports the comments he has just heard.

C. Roundtable

1. Decide by class discussion on several committees that could be effective in the classroom, school, community.

2. Divide into these groups with one person as chairman.

3. Discuss the problem and come up with possible solutions and a recommendation by the group.

D. Panel

1. Decide on subjects to be discussed and divide into groups according to interests.

2. Investigate the subject by doing research in the library, writing letters, conducting interviews, using community resources, etc.

3. Choose a leader and discuss the subject before the class.

E. Symposium

1. Divide into groups (for job-centered students, divide according to concerned interest).

2. Prepare an oral presentation on some phase of the overall subject.

3. Prearrange topics and speaking order.

F. Open Forum (may also be an adjunct to panel and symposium)

1. Prepare a speech on a job interest or another subject of special interest.

2. Answer questions from the class after the prepared presentation.

V. Evaluation

A. A running record of the learner's progress in participation will be kept by using, at intervals during the course, a chart like the sample which comes later. The following symbols will be used:

L - Leads the discussion.

A - Participates actively.

C - Listens carefully.

O - Shows no interest.

P - Carries on private conversations.

D - Distracts other group members.

Divide the discussion time into four-minute periods and keep a record as follows:

Pupil's Name	10:00-10:04	10:04-10:08	10:08-10:12	10:12-10:16	10:16-10:20	10:20-10:24	10:24-10:28
Bob	L	L	A	A	L	L	L
Jackie	P	P	O	O	C	C	A
Laura	A	C	A	A	C	C	L
Jim	P	P	O	P	O	D	D
Lisa	C	C	A	L	A	C	A
Fred	O	O	A	P	D	O	O

By this chart the teacher can tell quickly the interest level of each student and begin to interpret the problems of the group. This chart will not be kept at every discussion but at the discretion of the teacher.

B. At the end of the course the learner's progress will be increased by a written test and a test discussion. Since it is possible that a student could pass the written test but not be able to perform adequately in the test discussion, the test discussion will count more heavily in determining his proficiency.

1. In a written test the student must:

   a. Identify four of the six purposes of discussion.

   b. Name and describe in his own words the six types of discussion.

   c. Name four obstacles to communication and explain why they obstruct group discussion.

   d. State five responsibilities of a group leader.

   e. State six responsibilities of a group leader.

   f. Suggest three discussion topics of interest to the group.

   In the event the reading and writing ability of the learner precludes his performing acceptably on a written test, he may be given the test orally by the teacher.

2. In the test discussion the learner must:

   a. State clearly the problem being discussed.

   b. Give evidence of data from three different sources.

   c. State reasons for including the material if its relevancy is questioned.

   d. Show judgment of the value of material presented by others by questions or comments.

   e. Explain the meaning of any technical terms he uses.

   f. Restate the main points of the discussion.

   g. Refrain from private conversations within the group.

h. Refrain from monopolizing the discussion.

i. Refrain from hostile personal reaction to other group members on their comments.

VI. Bibliography

A. No text will be used by the student; information needed as listed under Content will be derived from class discussion or provided by the teacher when necessary. For research on topics for particular discussion, the student will use a wide variety of materials: reference books, newspapers, periodicals, textbooks, trade journals, pamphlets, vertical file, interviews, personal experience, community resources, etc.

B. Resource material for the teacher.

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2. Barnlund, Dean C. and Franklyn S. Haiman. The Dynamics of Discussion. Boston: Houghton Mifflin Co., 1960.

3. Moffett, James. Toward a Student-Centered Language Arts Curriculum. Boston: Houghton Mifflin, 1969.

WHAT DO YOU KNOW?

A Strategy for Teaching About Drama and Movies

I. Goals

- A. An improvement of the student's skills in oral communication.
- B. Development of critical and analytical thinking skills as the student is exposed to the ideas presented in drama and movies.
- C. Development of the student's ability to see experiences in drama and movies which relate to his daily life.
- D. Knowledge of new and varied cultural experiences through dramatics and movies.
- E. Awareness of the job possibilities in dramatic and movie production.

II. Instructional Objectives

- A. The student will identify the various techniques used by playwrights and movie-makers.
- B. The student will recognize the language used by the theater and movie communities.
- C. The student will demonstrate a knowledge of oral presentation techniques by performing.
- D. The student will demonstrate increased self-confidence by his willingness to participate in dramatic activities.
- E. The student will judge the value of various dramatic and movie experiences.

III. Content

- A. Elements of the drama
  - 1. Structure-Plot
    - a. Setting
    - b. Stage directions

        - c. The act
        - d. The scene
    - 2. The theme or central idea
    - 3. Character
        - a. Realistic
        - b. Stereotype
    - 4. Dramatic interpretation -- the use of the voice to create a mood.
- B. Terms associated with drama
    - 1. Technical terms
        - a. Procenium
        - b. Grand curtain
        - c. Stage areas
            - (1) Upstage
            - (2) Downstage
            - (3) Center stage
            - (4) Left and right
            - (5) Apron
        - d. Raked stage
        - e. Teasers
        - f. Tormentors
        - g. Battens
        - h. Gels
        - i. Sets - flats
        - j. Striking the set

        k. Jogs
        l. Toggle rail
        m. Cleat
        n. Cyclorama
        o. Corner block
        p. Corner grace
    2. Action Techniques
        a. Covering
        b. Countering
        c. Blocking
            (1) Movement
            (2) Business
    3. General dramatic terms
        a. Royalty
        b. Dress rehearsal
        c. Protheses
        d. Properties
C. Types of plays and movies
    1. Comedy
    2. Serious comedy
    3. Adventure
    4. Tragedy-realism
    5. History
    6. Suspense-mystery
    7. Documentary

D. Criteria for judging a play or movie

   1. If the purpose was documentary, was the information given correct?
   2. Did the plot of the play or movie seem realistic?
   3. Was the play or movie entertaining? Why?
   4. Did the movie or play have a clearly presented idea or theme? What was it?
   5. Were the characters real and believable?
   6. Was the idea presented in the movie or play something which could be applied to real life?

E. Differences in the production of plays and movies

   1. Movies
      a. Great range and variety of scenery
      b. Flashback techniques
      c. Special lighting, overlay, sound and other effects
      d. Long time period
      e. Variety of camera techniques
   2. Plays
      a. Involvement with the actor's mood
      b. Involvement with ideas presented in a live production
      c. Reaction to the mood of the audience by actor
      d. Audience restricted in number and cultural background
      e. A limited number of productions presented
      f. Long periods of time spent in rehearsing and refining techniques
      g. Each production different depending on actors and audience involved

IV. Activities

A. A log, including a short evaluation of each entry, will be kept by each student of the plays or movies which he views.

B. The student will discuss what standards make movie and stage entertainment worthwhile. He will then develop his own list of criteria for the evaluation of stage or movie entertainment which he will use in all of his reviewing. Censorship standards will also be discussed.

C. The student will read aloud a number of short plays during class time. He will also listen to various recorded readings of short dramatic works to get the idea of voice use in creating a mood or emotion.

D. The student will make a presentation which he feels will fit the criteria mentioned above.

E. Video taping and tape recording will be used in order that the student may see and hear himself as he presents short activities such as:

   1. Pantomines of various actions.

   2. Short impromptu dramatizations.

   3. Short oral readings.

F. At some time during the unit, the entire group will attend at least one play and one movie. The value of these productions will then be judged in writing by the student's own criteria.

G. A tour of the school stage area will be given with an explanation of its parts.

H. The student will become familiar with the terms associated with a dramatic production such as those associated with:

   1. Electricity and lighting.

   2. Sound effects.

   3. Set design and construction

   4. Costume design and construction.

5. Makeup.

6. Business and advertising.

7. Properties.

I. The student will be encouraged to participate in at least one production put on by the school either as an actor or on one of the committees associated with the play.

V. Evaluation

Much of the evaluation of this unit will come as the students perform the varied activities listed above.

A. The student's log will be reviewed by the teacher in an individual conference with the student to discuss the reasons for his judgment of various movies and plays. The student will not be judged on the number of entries but on his ability to judge the plays and movies he has seen by the criteria which the students have compiled.

B. The student will be judged on his willingness to participate in the activities performed during the unit.

C. The student will judge himself and his peers as they perform various actions on video tape, in class, and on recorded tape as to

1. Vocal expression of emotions.

2. Clearness of speech.

3. Use of the body to express feelings.

4. Projection of the voice.

D. The student will write critical reviews of plays and movies using the class criteria. These reviews will then be judged according to their adherence to these criteria.

E. The student will be required to label the various parts of a stage drawing and to identify various dramatic terms.

F. As each play is completed, a list of both objective and subjective questions--some concerning the various techniques used by play and moviemakers--will be answered by each student.

G. The student will be given class credit on his grade for any participation in a school dramatics activity.

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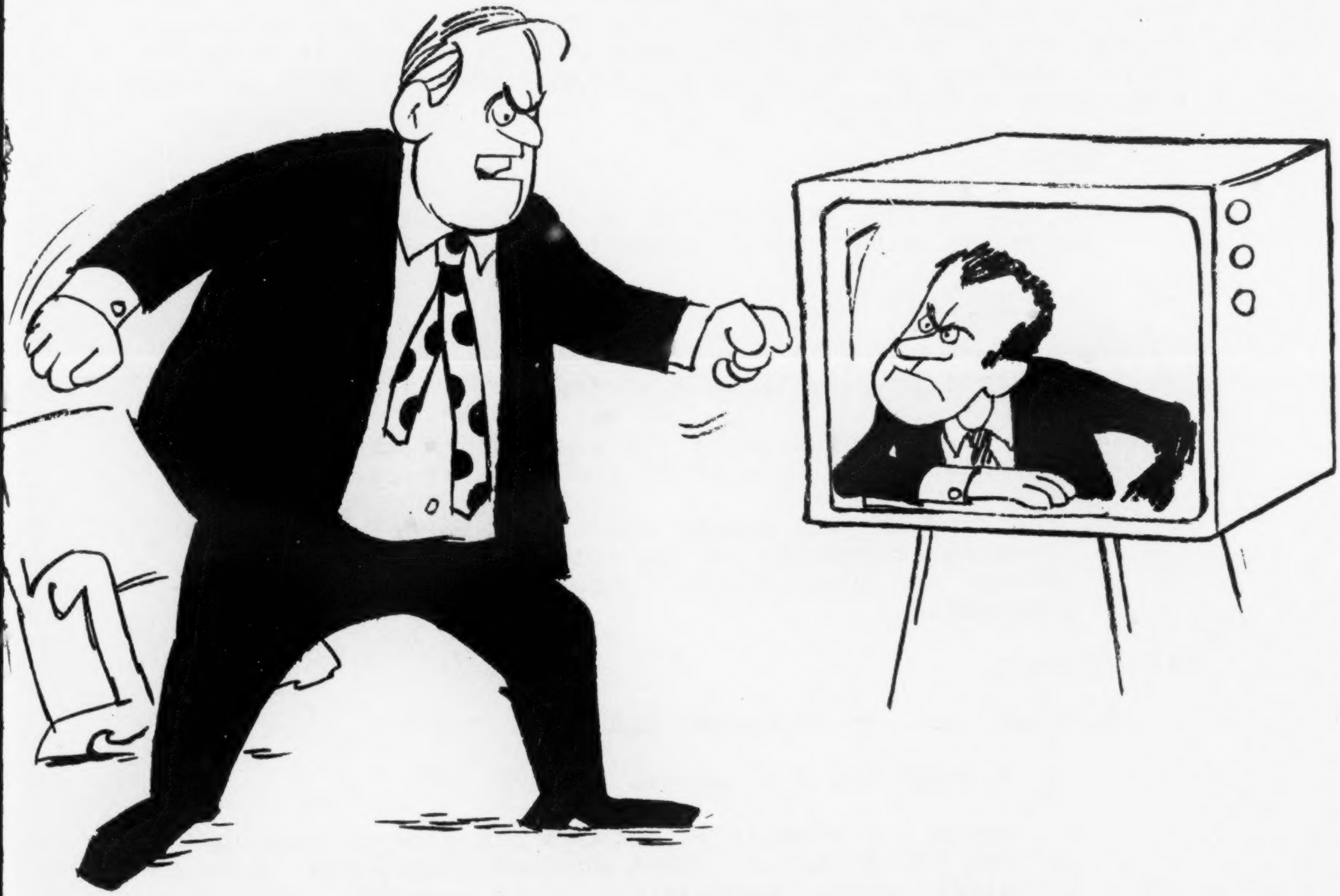


A STRATEGY FOR TEACHING MASS MEDIA

FILM AND TELEVISION

A Strategy for Teaching Mass Media

Introduction

Although film and television viewing may be a large part of the life experience of the job-centered student, he frequently views them with few or no critical attitudes. Critical viewing habits are not difficult to acquire if actual examples of the media are used to sensitize the students to "what to look for." There is inherent relevance and interest in film and television because most job-centered students tend to be weak in verbal skills (reading and writing) and acquire much of their information from these visual media.

I. Goal

The aim of this strategy is to develop critical listening habits and attitudes relative to films and television.

II. Instructional Objectives

A. The student will summarize the content of a film or television program he has viewed.

B. The student will point out examples of three visual techniques in the film or television program viewed.

C. The student will relate one of the techniques to the content or message of the film or television program viewed and show logically how it helps to get across the message.

III. Content

A. There are six important concepts.

1. Visuals are a language.

Words are symbolic; pictures and other things we see are symbolic. Most obvious analogies: road signs, facial expressions, hand gestures, pictures that accompany magazine advertisements, clothing styles, etc.

2. Film and television are motion and movement.

While pictures are symbolic, they do not move. The essential difference between film and television and other visual symbols is that they reproduce movement and this movement makes them different and is always a consideration when viewing them. Examples include: capturing minute changes in facial expression; capturing movement of a car, or animal; being able to switch from one scene to another, etc.

3. The film environment differs from the television environment.

   The most obvious examples of this concept include: the difference in screen size; the setting in which we view film (the darkened theatre where we pay for admission vs. the setting where we view television with many inherent distractions). Students may quickly point out that the drive-in movie theatre is a special environment all its own. Television can be live; film is always after the fact.

4. Film and television are suited for different purposes.

   Because of the difference in screen size, for example, film is better suited for large-scale panoramas; television is better suited for the intimate close-up situation. Because the film environment has fewer distractions, it can build suspense and drama better than television. While television must work harder to grab the viewers attention, television must work around frequent interruption. Film, because it is after the fact, tends to deal with fictionalized material. Television can deal with live events: sports, talk shows, news events.

5. Film and television share some of the same techniques.

   While film and television have different environments and frequently serve different purposes, they are both essentially visual communication and therefore share techniques.

   These tecniques are presented with illustrating examples in Parts B, C and D.

6. Well-made films and television programs utilize techniques to help get across their message.

   The corollary to this concept is "the medium is the message." While this concept may be sophisticated for these students, the teacher should always present techniques that should be viewed as a part of the total message and not just clever "tricks" or gimmicks.

B. The language of the picture.

   1. Framing.

      a. Does the size of the screen fit the subject matter?

      b. How is the picture set up within the frame?

      c. Is it split screen?

   2. Placement--the camera's distance and angle in relation to the subject being filmed.

      a. Distance: from a long-long shot to a close-close. distances should be varied.

      b. Angle: low, level, high and the results of these.

   3. Arrangement--How are the people and objects within a shot set up in relation to one another (not the frame)?

   4. Lighting should be used for more than realism.

   5. Color cannot make as effective use of shadows as black and white. Much more light is needed to shoot a film in color. Color tends to "beautify" everything.

C. The language of motion includes the following movements:

   1. The movement of subject refers to the thing or person being filmed.

   2. The movement of background refers to clouds, trains, etc.

   3. The movements of a camera require a great deal of restraint and are

      a. Tracking.

      b. Tilting.

      c. Focusing.

d. Panning.

(Ask yourself which of these camera movements are most natural--which contrived.)

4. The movement of editing is in many ways the central element in a film.

   Uses: continuity - to keep the story together.

   effect - to heighten tension, horror, etc.

   control time - speed up, slow down, or destroy past present or future.

D. Some techniques of the language of sound are as follows:

1. Natural dialogue - actors speaking. A great deal of dialogue tends to slow down the movement of a film.

2. Commentary - always something of an intrusion, an interruption. See well-made commercials for examples where commentary is kept to a minimum.

3. Music - like commentary, basically an intrusion, but sometimes "natural" musical selections will be used for effect--i.e., jukebox records in background, etc.

4. Sound effects - the natural sounds in a film other than dialogue.

5. Silence - frees the viewer and enables him to experience a moment in a film without his feelings being guided by a musical theme or an actor's line.

   NOTE: Further discussion with illustrating examples of these techniques can be found in Exploring the Film.

IV. Activities

A. Several outside-of-class activities are:

1. Have the students begin keeping a log of television programs viewed. Entries can be brief and need only include their summary of what type of show they watched and what it was about, and their visual reaction to the program. (As the strategy progresses, you will expect their visual reaction to become more sophisticated than it is initially.)

   - a. These logs should be written out. In the case of students with limited writing abilities, the teacher may wish to provide an alternative to writing them out. These students could be asked to orally dictate their log entries to a student who can take down their words for them. The eventual goal would be to get these students to write up entries of their own.

2. A similar log of full-length feature films viewed should also be kept. The same procedures can be followed for the student with limited writing ability. The teacher should allow complete freedom of choice in the selection of these films. (Drive-in features are satisfactory.)

   - a. This would also be the place to schedule a field trip to a film in a local theatre for the entire class. This would best be scheduled as a culminating activity to the strategy after students had acquired some critical viewing habits.

3. As a general rule more television viewing can be required than full-length feature film viewing. The film viewing should be required over a longer period of time because of the problems connected with getting to see such films.

4. As an additional outside activity and as a reinforcing activity to the study of the newspaper and magazine, the student should be asked to begin clipping movie and television reviews from the local newspaper to start. This activity can be expanded to include other sources eventually, such as a weekly news magazine or other types of magazines.

B. Class activities are designed to reinforce outside viewing activities.

   1. Devote a portion of class time each day (if you are doing this as a short unit) or every week (if you are doing this as a longer unit) to listening as a group to individual's television and/or film viewing reports. This should be viewed as essentially a sharing of things viewed. Occasionally, several students will have viewed the same program and an opportunity for discussion will arise. This opportunity for oral reporting will also reinforce the student with limited writing ability and provide

an alternative route for him to do his reporting.

a. Provide in-class time for the reading aloud of television and film reviews clipped from the newspaper and/or magazine sources. Preferably these should be chosen because they deal with programs or films that have been viewed by several students. An opportunity may arise here to break groups down into smaller units based on similar viewing experiences. The students who viewed a particular television program could be paired with the students who clipped the review of that program.

b. Post selected reviews on the class bulletin board. Post a student-written report/review next to the one from the newspaper or magazine. Students with typing skills should be encouraged to type up other student's written reports for display.

C. In-class activities are designed to acquaint students with critical viewing habits.

1. The activities can be done all at once in two or three consecutive sessions or be spotted over a period of time throughout the unit, whichever best suits the teaching style of the teacher. They are all basically teacher-dominated or controlled.

2. Present--either on ditto, the chalkboard or the overhead--to the class the six basic concepts for film and television viewing. The teacher is expected to provide most of the points of analogy and illustrating examples for these concepts, although student response can be utilized. If students are particularly reluctant to operate under a teacher-dominated situation, these concepts may be returned to later when actual viewing experiences of the students tie in directly with them.

3. Presenting film and television techniques is best accomplished with actual examples taken from television. Commercials will provide examples of all the techniques. If they can be video beforehand and used in class, then the teacher will have the optimum conditions under which to operate because the video tape can be stopped or reversed as needed. If a video tape machine is not available,

the next best thing would be an actual commercial television broadcast. Any type of program will serve the purpose of illustration and of course examples from commercials will be frequent in occurrence. As a third alternative to having access to a video tape machine, several rented short subject films would also serve the purpose of illustration. Here, of course, the teacher will be under some time limitations and financial limitations.

a. Basically, the approach the teacher should keep in mind is one that utilizes the actual film or television experience to exemplify the techniques in action.

b. Verbalizing about the techniques can be kept to a minimum. A dittoed sheet can be given out at the start of the class with the various aspects of the technique to be illustrated that day defined or explained--see content section--then turn on the projector or television set and let the students react in terms of the technique of the lesson.

c. From time to time, the teacher may want to stop the film or video tape and emphasize a particularly apt example of a technique as it occurs. Then too, the teacher may wish to go back and take a second look at a portion of the film or tape.

d. If you make certain at the outset that the students understand each aspect of the technique you are illustrating, you will find that they readily respond to the actual example.

e. Some tips for classroom procedures when dealing with the language of the picture and the language of motion: In these areas it is most helpful to show a commercial or portion of a film once normally, and a second time with the sound turned down. Picture and motion become much more obvious to the viewer when this is done.

f. As the class presentation of illustrations of the three basic techniques progresses, the teacher should begin to check student's reports on outside viewing more carefully for evidence of an awareness of these techniques in action in what they view. In class oral reports should focus more and more on a discussion of these techniques and less and less on the content of the film or television program viewed.

D. Activities are related to short-subject, rented films.

1. As mentioned earlier, these films could serve as illustrations of the techniques of film and television, but short subject films frequently have a high interest level for students also. For this reason, it is suggested that they be utilized as synthesizing and culminating activities, particularly in illustrating concept number 6. In the short subject film, technique and content are most often found tied together contributing to the total message of the work.

   Show a short subject film to the entire class and have them evaluate it critically in terms of how the visual techniques contribute to the total message of the film.

2. A helpful breakdown of questioning or outline to follow would be:

   a. What does the film say? What is it about?

   b. What techniques of picture motion and sound do you find happening in this film?

   c. How do these two elements work together to make up the total effect of the film?

   d. As can be seen, these questions build on activities the student has been asked to complete earlier in the unit--reporting on his viewing outside class and viewing illustrations of the three basic techniques in class.

E. Supplemental Activities.

To spur interest in the strategy, a field trip could be arranged to visit a local television studio. Job-centered students may be interested in what types of work they could do at such a studio.

V. Evaluation

A. At this point the teacher must judge if the instructional objectives stated at the beginning of the strategy have been met. Depending on the level of ability of his students, the teacher may wish to use several possible avenues for meeting these objectives. Possible alternatives will be listed below. In addition, the teacher may wish to determine whether these objectives need to be met individually or through some sort of group effort.

B. Evaluation could be accomplished as follows: show the students one of the short subject films, or take them to a feature-length film or show them a series of video-taped commercials. Then ask the students to:

   1. Summarize the content or message of what they viewed.

   2. Point out examples of the three techniques happening in what they viewed.

   3. Relate one of the techniques to the total message or content and logically tell how it helps to get across the message.

C. Alternative methods of meeting the objectives are:

   1. Students can be asked to individually write out their responses to the objectives phrased as questions.

   2. Students can be allowed to work in small committees drawing up a final written report of the group's responses to the objectives which will serve as the evaluation for all of the members of the group.

   3. An individual student may be allowed to orally present his responses to the objectives either before the class or in conference with the teacher.

   4. A student may be allowed to dictate his responses to another student who will write them down for him.

   5. Objectives No. 1 and No. 2 could be judged on the basis of the "log" entries the student has been making during the course of the strategy. Objective No. 3, then, would be the only one 'tested' at the end of the unit.

   6. In some instances, given the necessary prerequisites of time, money, interest and available equipment, it would be possible to judge the attainment of these objectives on the basis of a student-created film.

VI. Bibliography

Kuhn, William and Robert Stanley. Exploring the Film. Dayton, Ohio: George A. Pflaum Company, 1968.

Postman, Neil. Television and the Teaching of English. New York: Appleton-Century-Crofts, Inc., 1961.

Sheridan, Marion, et al. The Motion Picture and the Teaching of English. New York: Appleton-Century-Crofts, Inc., 1965.

Access to a video tape machine or a television for classroom use.

Access to at least two short subject films, thirty minutes or less, see: Mass Media Ministries, Charles Street, Baltimore, Maryland, for possible selections, or state film catalogue from Dover.

Feature-length films -- local theatre will do--not on television!

Access to buses for a trip to a feature-length film and/or a television studio.

THE LITERARY EXPERIENCE

A Strategy for Teaching the Enjoyment of Reading

I. Goals

A. To encourage students to read by giving them the opportunity to relax and read a book or books of their choice without the traditional required written or oral reports.

B. To promote the ideas that reading is "where the action is," reading is "where it's at," and reading is relaxing, fun, interesting, informative and relevant.

C. To guide students to increase interaction between personal involvement and the printed page.

II. Instructional Objectives

A. The student will choose a book of interest.

B. The student will read many books as possible.

C. The student will experience vicarious and varieties of responses to reading.

III. Content

A. Reading is fun, informative and relevant.

B. Reading is a life-long habit.

C. Reading provides the individual with vicarious experiences which he might not otherwise encounter.

IV. Activities

A. Establish a reading supply and informative center in the classroom.

1. From paperback books (75 or more) of varied levels and interest areas, choose some books connected with television series and movies.

2. Use a record player and records for listening.

a. Have a 5 x 7 index card file for inventory of books.

        - (1) Write title and price of book at top of each card. If book is lost, the student pays for the book.
        - (2) File cards alphabetically in file box.
        - (3) Place box close to book display.
        - (4) Allow student to choose book.
            - (a) Pull card from box.
            - (b) Sign name on card responsible for book.
            - (c) Pull card and mark through name when book is put back.
    - b. Code books (teacher's identity mark).
        - (1) Place at various pages through book.
        - (2) Inform the "lost and found" person.
    - c. Keep a teacher's notebook.
        - (1) Have one or two pages for each student in the class (name at top of pages and arranged alphabetically).
        - (2) Require student to use this book after he finishes reading each book.
            - (a) Find his page.
            - (b) Write title of book completed.
            - (c) Write any comment or comments he may wish to express.
    - d. Acquire posters for "theme unit" books which student might wish to follow.
    - e. Dictionaries and paperbacks should be available or should be purchased by student.

B. Introduce and explain the reading periods.

1. Tell students the purpose of the program.
2. Explain the care and control of the books.

3. Point out the theme unit posters as an aid to their interest grouping of books.

4. Offer the opportunity to pick a book which would be helpful in other subject areas.

5. State plans to stay away from traditional book report methods.

6. Advise students of "Inventory of Choices" evaluation paper to be completed at the end of unit.

7. Advise students of the availability of teacher.

    a. Individual discussions should be held.

        (1) Begin with brief and general questions.

        (2) Work student toward more specific ideas (second, third and fourth books).

    b. Students may volunteer to do extra work.

        (1) Prepare reports on comprehensive questions.

        (2) Write creative essays and poetry.

    c. Request evidence from teacher of use in another subject area.

    d. Give a book to each student who reads and volunteers work from three or more books.

V. Evaluation

(Based on teacher and student records)

A. Consider ability and potential along with number of books read at end of the unit.

B. Evaluate student comments for any change, good or bad, during the unit.

C. Consider extra work volunteered by the student.

NOTE: An attempt should be made to measure variety and kinds of student responses to reading. This could possibly be done by using a checklist.

VI. Bibliography

A. Scholastic Literature Units, grades 7, 8, 9, 10.

B. Campus Book Club.

C. Magazines and books available through local distributor.

D. Fader, Daniel and Elton B. McNeil. Hooked on Books. New York: Berkley Medallion Books, 1968.

ENGLISH ON THE JOB

A Strategy for Teaching Language Use and Control

I. Goals

The aim of this teaching strategy is to help the student to appreciate the importance of the efficient use of language in performing the world's work. Through cooperation with the vocational-technical teachers, the English teacher should be able to get the student to improve communication skills by emphasizing some practical aspects.

II. Instructional Objectives

A. The student will demonstrate his ability to interpret various types of trade literature.

B. The student will identify the various items in a business form and will respond to each item.

C. The student will write clear, courteous and concise business letters.

D. The student will state, both orally and in writing, clear as well as accurate directions for completing a process.

E. The student will demonstrate his ability to interpret, follow and give directions.

F. The student will explain the importance of communication in the world of work.

III. Content

The content of this project will depend upon the makeup of the class. Most of the work will be on an individual basis. The student will concentrate on learning the importance of the effective use of communication skills in his particular trade. He will be asked to bring to class various types of trade literature, such as shop bulletins, shop manuals, opperator's manuals, instruction pamphlets, warranty cards, recipe books and parts catalogues. The vocational-technical teachers will be asked to cooperate in supplying these materials. Also, the student will be asked to visit business establishments in order to obtain the kinds of forms that would be used i.e., warranty information forms, repair order forms, estimate of repair forms, order pads and inventory pads.

IV. Activities

A. Using various types of trade literature, work with the student to improve reading comprehension through effective use of reading-study skills. Work with the individual student; or if there are several students in the same area or in closely related areas (i.e., the mechanical trade or building trade), they may work in groups.

B. Work with the student on filling out forms accurately and legibly. Use the overhead projector to demonstrate the process.

C. Teach the student to write the following types of business letters:

1. Order, remittance and acknowledgment letters.

2. Credit and collection letters.

3. Claim and adjustment letters.

4. Sales letters and advertising copy.

If possible, relate these letters to the student's interests and needs. For example, through cooperation with the vocational-technical teacher, some of these letters could become practical assignments.

D. Have each student prepare a written report explaining how to perform a particular job in his trade. These papers should be submitted to the trade teacher for an evaluation of the accuracy of the content. The English teacher will evaluate the papers for grammatical construction and coherence.

E. Have the student give an oral explanation of a process using visuals.

F. Have the student work in a small group for role playing in order to give the directions for performing a job.

G. Have the student role play situations involving oral communications with the public. This could be done with the aid of tele-trainers. (This activity is especially suitable for the student in cosmetology, practical nursing, distributive education or the food trades.)

1. A customer calls a beautician for a hair appointment.

2. A housewife calls the service department of an appliance store to request service on a washing machine.

3. A short-order cook takes an order.

4. A shop foreman gives an estimate of repairs on an automobile to the owner.

V. Evaluation

A. Work with the student to evaluate his ability to interpret printed materials such as shop manuals. One way this can be done is through questioning the student about what he has read.

B. Have the student set up a checklist to determine whether he has achieved satisfactory performance on oral presentations--explaining a process and giving directions. The checklist should include posture, enunciation, pronunciation, fluency, clarity, voice quality, gestures, eye contact, poise and knowledge of subject.

C. To test letterwriting, have the student write a business letter in class and address the envelope for mailing. The student should indicate the type of business letter (order, remittance, acknowledgment, claim, adjustment, credit, collection, sales) he has written.

D. Use the tape recorder for oral presentations to enable the student to undergo self-evaluation.

E. Enlist the cooperation of vocational-technical teachers for evaluating student performance on filling out various types of forms.

F. Ask the student to summarize what he has learned about the importance of communication in the world of work.

G. Ask the student to write clear, accurate directions for completing a process and clear, precise directions for some other job-related activity.

VI. Bibliography

A. Various types of business forms to be obtained from vocational-technical teachers or from local business concerns.

B. Using Visuals in Your Speech (Film).

C. If available, use resource people from industry to point up the need for effective communication on the job.

D. Use the tele-trainers available on loan from the Diamond State Telephone Company.

E. Use various trade magazines such as the following:

   1. Farm Journal
   2. Motor Trend
   3. Gourmet
   4. Hairdo
   5. Car and Driver
   6. Popular Mechanics
   7. Popular Electronics
   8. Home Garden and Flower Grower
   9. Mother's Manual
   10. American Builder

A META-WHAT?

A Strategy for Teaching the Metaphor

Introduction

This strategy is a valuable tool for improving both writing and reading skills for the non-college-bound student. Too often these students are confused by terminology and they greet the teacher's remark--"Now, we're going to learn about metaphors"--with either manifest or concealed dismay. In the activity that follows, it is not necessary to mention the word metaphor, except perhaps at the conclusion of the lesson when it may be casually remarked that "for those who are interested in nomenclature, what you've been making are called Metaphors." It should be noted that the activity involves only direct metaphors. Similes should be undertaken separately.

I. Goals

A. To teach the student to use metaphors in his writing so that his writing will be more vivid, colorful and clear.

B. To show the student what a metaphor is and why it is used so that he will be able to read and write with improved command of language usage.

II. Instructional Objectives

A. The student will use metaphors involving a direct comparison between unlike nouns and verbs.

B. The student will read with understanding metaphors of a similar nature.

III. Content

Nouns restricted to a class or category; verbs restricted to those expressing a concrete activity in a class or category.

IV. Activities

From his own vocabulary, the student writes a list of nouns in a column. He must limit his choices to nouns of a particular category, such as: living things (snakes, birds, cats, trees); living four-footed beings (cats, dogs, deer, horses); non-living natural things (wind, hail, rain); non-living things (fire, house, ship, smoke). The possibilities are quite extensive.

In a second column, the student lists verbs denoting a concrete activity that is ordinarily not associated with the noun category (ship-plow -- the *ship plowed* the sea -- ships do not ordinarily plow, so plow would be a good combining word here).

Example:		
	ship	growl
	chimney	howl
	smoke	belch
	engine	plow

The ship plowed.
The ship growled.
The ship belched.
The chimney belched.
The smoke belched.
The engine growled.
The smoke howled.

As is apparent in the sample sentences, not all combinations make good sense, nor do they all create vividness or clarity.

The activity may be done on an individual or group basis. An inductive approach is recommended.

V. *Evaluation*

A. Group Evaluation -- groups compare writing, keeping in mind the basic question of clarity and vividness.

B. Teacher Evaluation -- teacher applies above criteria.

C. Comparison Evaluation -- students compare their own constructions with published material in books, periodicals, newspapers, etc. A good ready source for such material may be found in the "Picturesque Speech and Patter" section of the *Reader's Digest*.

D. Test Evaluation -- teacher collects students' writings, compiles columns of the students' nouns and verbs and resubmits these to the class. They then are required to construct new sentences.

E. Given a series of sentences containing metaphors, the student might also explain *why* those particular metaphors were used.

VI. Bibliography

Carefully selected literary pieces that have not only "stood the test of time," but that contain examples of the metaphor in print--for use by students both in reading and writing activities.

THE JOURNAL

A Strategy for Teaching Written Composition

Introduction

The job-centered student's writing abilities are often overlooked or at least not given as close attention as those of the academic student. Good writing (being able to express ones competently on paper) is imperative in many vocations. Workers must be able to write purchase orders, sales slips, business records, journals, evaluative reports, analyses, etc. Many occupations require reports and diagnoses which call for value judgments and opinions of the worker. Hence, there is the need for job-centered students to be able to put down those thoughts freely, adequately, completely.

I. Goals

Throughout the course of this strategy the teacher should be able:

A. To gain insight into the thoughts, feelings, opinions of the student.

B. To observe how his thinking processes function.

C. To instill confidence in the student by helping him put down his thoughts and later, helping him improve his compositional techniques.

D. To encourage and support written communication.

E. To foster the student's self-respect and to aid him in bettering his self-image by respecting his writings, by commenting on them and responding to them, and by encouraging his efforts to write.

F. To determine grammatical, structural and vacabulary weaknesses in his compositions and to structure corrective lessons upon this information.

II. Instructional Objectives

A. The student will increase the quantity of his writing by developing the habit of written expression.

B. The student will improve the quality of his writing by expressing himself more completely and accurately.

C. The student will improve his techniques of composition--spelling, grammar, structure.

D. The student will consult reference books (dictionaries, grammar usage handbooks, composition books, etc.) in order to learn correct spelling, usage and structure.

E. The student will demonstrate more confidence in his ability to express himself on paper, to put down just what he thinks and wants to say.

F. The student will recognize that his own ideas have value and his creative expressions merit respect for their own sake.

III. Content

A. Each student, as an individual, is unique. He has thoughts no one else has; he expresses himself in a way unlike any other person's.

B. Writing can help him communicate these thoughts to other people.

C. Each person has a right to individual expression and should be respected for his ideas and thoughts (though not necessarily agreed with).

D. Writing is, in part, a skill which must be developed by practice.

E. Many vocations require a certain degree of competency in writing for the individual to succeed in that work. The student must be able to express himself on paper before entering the field.

IV. Activities

A. The journal has structure.

(Much of the following may be revised to suit the purposes of the individual teacher, *e.g.*, suggested length of time--twelve weeks; some *may* want it to go on longer, others may want to shorten it -- experiment!)

1. Student will write at least ten lines a day on any subject he wishes. Material may be copied as long as the source is quoted. He may write about personal experiences, vocational preferences and information,

poetry or stories. (Aim is just to get him writing. The teacher will find the student will tire of copying and will eventually write original lines.)

2. The journal entries may be written in class the first week, allowing the student as much time as needed. Beginning the second week, allow ten minutes at the beginning or end of class for the student to write. This allows for the teacher to answer any questions and clear up confusion. After the second week, all journals should be written out of class and handed in at the beginning of the period.

3. The journal should be kept in a file seen only by the student and the teacher. It is good to establish a bond of confidentiality at the start so the student knows that no one will read these except the teacher without his permission.

4. When the teacher receives journal entries which are humorous, entertaining, informational, or thought-provoking, he should ask the student to

   a. Read that entry to the class.

   b. Allow the teacher to read it to the class (without revealing the writer's name, if requested) or

   c. Copy and distribute the paper to the class.

   This can "kick off" a good class discussion, provide feedback to the writer, plus show classmates what the student is doing. Such a project can also offer an opportunity for follow-ups and individual assignments.

5. Suggested length of project: twelve weeks at beginning of year. Then the teacher can go on to make other written assignments, feeling that the students can and will express themselves with confidence.

   The teacher may wish to carry the project on for a longer period, counting other written assignments as the journal entry for a specific day or a longer assignment could count for a week's set of entries. If the teacher feels the objectives are accomplished before twelve weeks, he may shorten the unit.

Every two weeks, there should be an in-class correction session at which time the student will correct any and all errors noted (this to be discussed in section on teacher's role) using as references: dictionaries, grammar and usage handbooks. The corrections would be listed on a separate sheet, and be covered in the preceding two-week period and could be put in the file. This individual work session provides an opportunity for the teacher to conduct a "mini-lesson" in mechanics, working with a few students with common errors or problems.

B. The teacher plays an important role.

(Since the teacher's sensitivity to his students plays an important part in this strategy, it is necessary to comment on his role.)

1. From the start of this project, the teacher should make appropriate personal responses to what is written by the student, should encourage him to further investigate topics and to further develop and explore ideas.

2. Journal entries should be read by the teacher as soon as possible, responded to, then given back to students so they can read the remarks. These could then be placed in the journal file chronologically.

3. For the first few weeks, at least, the teacher should not mark errors in mechanics. He is trying to encourage self-expression and to facilitate free-flowing thought; the student may hesitate to "open up" if he feels his writing will be closely scrutinized. The journal is not expected to be a confessional although students who relate well to the teacher may wish to discuss personal problems and even ask advice.

4. After the student has become accustomed to writing daily and is not hesitant to express his ideas, the teacher should begin to mark grammatical, spelling and structural errors. His sensitivity should determine which papers are markable and which are too personal and/or important to the student. For the most part, the nature of the journal will be such as to provide a good opportunity for the teacher to note the student's weak points in writing and to give personalized help via notes and comments.

VI. Evaluation

A. Since the entries are kept in a file, the student can see for himself long-range progress in his choice of topics, improvement of handling his thoughts and language as well as his creativity.

B. There should be teacher evalution.

1. The teacher can check the overall progress of a student by comparing later entries with earlier ones with regard to both quantity and quality of writings.

2. He can check the mechanics correction sheets periodically during the project.

3. He can observe improvement in students' attitudes, self-concept and ability to use resource materials.

C. The journal may then be given to the student for his own record, enjoyment and satisfaction.

D. The teacher may want to compile booklets of the best journal entries in the class for distribution to all members of the class (ditto).

E. The teacher might also ask the student to compare his confidence in his ability to express himself at the end of the unit with his confidence before the unit began. He may also be asked whether he has gained any respect for the worth of his own ideas.

NOTE: The journal should be concurrent with the teacher's lessons for the period and worked into those lessons where appropriate.

WRITING IN PAIRS — PARAGRAPH WRITING

WRITING IN PAIRS

A Strategy for Teaching Paragraph Writing

I. Goals

A. The student will learn that a general statement containing an attitude or an opinion must be defended and supported with specific details, reasons and examples. The paragraph will be the vehicle toward this goal.

B. The student will feel confident that he can produce such a paragraph because his models will be student-produced paragraphs based upon the same topic sentences he will be given and because he will have a partner who will work with him to develop one paragraph.

C. The student will have to cooperate with his partner and come to an agreement about what the final version of the paragraph will be.

D. The student will be able to evaluate, both positively and negatively, each paragraph developed in class according to the adequacy of specifics and freedom from errors in spelling, punctuation, point of view, fragments and run-on sentences.

II. Instructional Objectives

A. A pair of students will produce a paragraph which clearly and fully develops a topic sentence and which is mechanically correct.

B. The student will cooperate with his partner in coming up with one paragraph by noting at the bottom of the page what he contributed to the paragraph. (This "noting" may be required if the teacher sees that one student is doing all or most of the work).

C. The student will critically evaluate each paragraph written in class by offering comments when each paragraph is viewed with an overhead projector and by submitting to the writers his notes which will later be given to the teacher.

III. Content

Some of the topic sentences for the student could come from actual paragraphs produced by writers in Models for Composition by Allan A. Glatthorn and Harold Fleming. The teacher may use any sentences he wishes, i.e., "Advertisements which annoy are just as effective as those which do not annoy."

Some topic sentences which may be used are as follows:

A. Advertisements which annoy are effective.

B. Writers of ads rely most heavily on ____________.

C. Most ads appeal to ____________ in their readers (or audiences).

D. Truthful ads are the most effective.

E. If I had it to do again, I would never ____________.

IV. Activities

A. The student will examine a good number of paragraphs written by other students. These paragraphs were developed from the same topic sentences he will be given.

B. The student will discuss the concept of a topic sentence as a promise of information, which may be in the form of details, examples, facts, incidents, reasons, or in any combination of these.

C. The student will decide what method of paragraph development (reasons, examples, details) is implicit in, demanded by, or built into each topic sentence.

D. The student will then study the paragraphs produced by other students and comment on how fully and clearly the topic sentences are fulfilled as promises and how free the paragraphs are of mechanical errors. When he finds two paragraphs built upon the same topic sentence, the student will compare them to see which is better in terms of development and mechanical skill.

NOTE: In compiling a list of paragraphs of other students, the teacher should try to select a "good" and a "bad" one based on the same topic sentence rather than two "average" ones. Contrast is a good teacher.

E. Using their own details, examples, reasons, etc., a pair of students will write a paragraph based on any *one* of the given topic sentences. The students will keep in mind their obligation to fulfill the "promise" of the topic sentence and to avoid mechanical mistakes.

NOTE: The teacher may want to require that each member of the pair *write* at the bottom of the page what he offered in the paragraph (his knowledge of spelling? a good example?).

F. By means of an overhead projector and transparencies, the class will examine each paragraph and use these criteria: clear, adequate fulfillment of the promise inherent in the topic sentence and freedom from mechanical errors. The student will first submit a note to the pair of writers (the note will eventually go to the teacher); each student will then present orally to the class his criticism of the paragraph.

G. After reading and listening to the comments of the class, the pair will revise its paragraph and submit it, along with the original, to the teacher. In grading, the teacher should take into consideration the differences between the *original* and the *revised* paragraphs.

NOTE: The teacher may wish to read to or show the class the actual paragraphs from which the topic sentences were "lifted."

V. *Evaluation*

A. A pair of students will produce a paragraph which supports a topic sentence and will revise it after they consider the criticisms made by the class. The revision will be evaluated by the teacher.

B. The confidence engendered by the knowledge that "this has been done before" and by "safety-in-numbers" pairing cannot be measured by the teacher, but hopefully it will be detected in the overt actions, facial expressions and conversations of the students.

C. Student cooperation can be measured if each student writes a note and explains what skills and ideas he has contributed to the paragraph. Cooperation can be observed in student actions, comments and enthusiasm.

D. The quality of student criticism can be measured according to these criteria: it must point to flaws or strengths in the support of a given topic sentence and to the knowlege of our ignorance of mechanical skills.

VI. Bibliography

Glatthorn, Allan A. and Harold Fleming. Models for Composition. New York: Harcourt, Brace and World, Inc., 1967.

THE STUDENT

A Strategy for Teaching the Autobiographical Sketch

Introduction

This strategy is to be utilized very early in the year and can be incorporated into the total English course of study by having students constantly updating the content as skills improve and interests expand. This strategy can be used at any grade or ability level as well as with either heterogeneous or homogeneous grouping.

I. Goals

A. For the student -- to develop respect for himself and others as well as promote and/or extend knowledge about his goals and interests.

B. For the teacher -- to acquire insight into the lives, ambitions, interests and problems of the students.

II. Instructional Objectives

A. After reading a short autobiographical or biographical piece of literature (if working with nonreaders, just talking about a well-known person's life will be sufficient), the student will collectively develop a broad outline that represents segments of life. (See introductory note No. 2 under Content.)

B. Having the general outline to use as a guide, the student will write a topic outline about his own life.

C. Given magazines, the student will be able to locate and tear out pictures that in any way relate to his life.

D. By working with a series of pictures, the student will be able to categorize his life chronologically and/or thematically, i.e., family, hobbies, job interests.

E. After selecting pictures, the student will be able to write "something explanatory" about each picture.

(Depending on the ability of the student, this objective could be just a word, a simple sentence or perhaps even a paragraph. It would be hoped that the minimum requirement would be a simple sentence.)

F. Given the opportunity to talk and work with classmates, the student will learn self-control and cooperation with others and at the same time extend his verbal communication skills.

G. By working with others, the student will learn the "identities" of his classmates.

H. After collecting, assorting, and "labeling" as many pictures as possible, the student will develop a title page and table of contents.

I. Having finished this segment of his autobiography, the student will place his autobiography in a folder to be used as reading material for class. (This will be done only if the student agrees to it.)

J. With his understanding of chronological and thematic organization, the student will be able to interpret and react to other literature, particularly autobiographical works.

III. Content

A. Using such text materials as Call Them Heroes, Short Biographies of Americans, the student will have read, discussed and worked with at least one self-selected autobiographical or biographical sketch.

B. The assumption is that the student has learned in earlier grades to make a topic outline. (If this is not the case, then outlining must be taught before this step in the student's autobiography can be accomplished and, therefore, should be stated as such in behavioral terms.) A review of a topic outline should be done nevertheless--form, numbering and lettering, content, organization.

C. A student's ideas concerning what he considers important "points" in his life will be elicited. These ideas will have been conceived through previous reading, listening, viewing television or movies, and just plain "living" (birth, parents, siblings, scouting, likes and dislikes, pets, places visited, hobbies, future aspirations, etc.).

D. Seeing life as both a series of chronological events and "thematic" units (loves, hobbies, family and friends, school interests, jobs, teen years, etc.) will be stressed as the student begins to organize his pictures. Again a recall of previous reading materials will help for his autobiography. (Understanding these basic organizational approaches can later be used in interpreting other literature read as well as aid in the development of more advanced writing skills.)

E. Spelling, capitalization and terminal punctuation (for declarative statements primarily) will be reviewed individually as the student begins to label his pictures and in a large group as general errors become known. If the student is able to write more than a simple sentence and is ready to learn paragraph writing skills, then that may be the content taught.

F. Since there will be a sharing of magazines, student cooperation and interrelationships with one another become part of the learning experience. As he talks and shares materials, gains should be made in verbal skills, student-student rapport, student-teacher rapport, and a genuine interest in and respect for each other.

G. The general organization of a paper will be taught--i.e., title page, table of contents, body of paper, and, depending on the depth of research done. If a student wishes to include possible careers, for example, an abbreviated sort of bibliography may be included.

H. It is anticipated that these papers will serve as reading materials for the class (learning-experience approach to reading), and if so desired they can be updated throughout the year as the student's skills are refined, his interests change, and new experiences occur. The paper can be of much help to a teacher the following year, and the student can constantly see evidence of his own growth in language skills. If there is cooperation with the art department, these could even be bound.

IV. Activities

The teacher at all times works with the student at his desk--all being done on class time -- no homework.

A. The student will select and read a short autobiographical or biographical piece of literature.

B. The entire class should work cooperatively to formulate a model outline that will be first written on the board later dittoed for their use.

C. The student can skim discarded magazines gotten from the school library or brought in by other students in order to locate appropriate pictures. There will be much mobility of class at this point.

D. Organization of pictures should be done by the student.

E. The student can develop labels for the autobiographies, make title pages and write tables of contents.

F. The finished product could be shared with the rest of the class.

G. The student who finishes early may work on a topic-related bulletin board. (Perhaps the teacher's life would be fun for some to do.)

V. Evaluation

A. There will be no formal tests.

B. Each student will develop a topic outline; thus, the completion and utilization of it to organize the paper will be the evaluation.

C. The appropriateness of pictures and the subsequent labeling of them will offer objective as well as subjective criteria for equating the value of the work.

D. The sequence of the topic outline which has been followed to assure an organized (chronological or thematic) paper will also serve as evaluative criterion.

E. The student's work, talking and sharing with others, rather than always sitting alone and not contributing to joint efforts, is to be considered a factor in evaluating the student's positive achievement.

F. The finished copy, containing as much material as is required, obtainable and pertinent to the student's life will be an important criterion for determining if the student has reached the objectives listed at the beginning of this strategy.

G. The final method of evaluation will come as the student reads and, hopefully, reacts in some way (even negatively) to the autobiographies of others.

NOTE: * Once the autobiography is completed, it is left to the discretion of the teacher to utilize it in any number of ways.

** Though not an objective to be evaluated at this time, students do acquire skimming skills in this lesson and some even take time to read portions of magazine articles.

VI. Bibliography

A. Books, magazines or pamphlets that contain biographical or autobiographical literature.

B. Text or workbooks that have definitions, explanations and models of topic outlines, simple sentences, title pages and table of contents.

1. Board of Ed. of City of N.Y., Call Them Heroes, Silver Burdett Co., Educational Publishing Subsidiary of Time, Inc., New Jersey.
2. Granite, Harvey R., Millard Black eval. Cross-Currents, Houghton Mifflin Action Series, Houghton Mifflin Co., 1970.
3. Christ, Henry, Modern Short Stories, Globe Book Co., Inc., New York.

C. Anthology of American Literature

1. Ben Franklin's Autobiography
2. Stories by Mark Twain

D. Grammar Books

1. Models and Composition
2. Harcourt, Brace & World, Using Good English (Grade 7-12)
3. Warriner's English Grammar
4. Houghton Mifflin - Troubleshooters Series

THE REPORT

A Strategy For Teaching Report Writing

Introduction

A basic writing course in which the student has learned the basic skills of paragraph development and outlining may be an appropriate prerequisite. No attempt will be made in this strategy to teach the basic rudiments of writing.

I. Goal

- A. To enable the job-centered student to write an organized report in any area of his future occupation.

II. Instructional Objectives

- A. The student will obtain information from various sources.
- B. The student will construct a continuing file of information on his job which will be his own to keep at the end of the course.
- C. The student will build a functional vocabulary in his chosen field.
- D. The student will construct the outline as a guide for the report.
- E. The student will write the report itself.

III. Content

- A. Obtaining materials from various sources
    1. Writing business letters to businesses, the government, etc. for job information
    2. Visiting or writing to libraries--local, town, state
    3. Using texts related to particular jobs
    4. Obtaining trade magazines
- B. Constructing the student's personal file
    1. Listing addresses related to his job

2. Listing a bibliography related to his job
3. Collecting magazines and news articles
4. Collecting pamphlets

C. Writing the vocabulary
   1. Showing the pronunciation through phonetics
   2. Writing a functional meaning
   3. Showing syllabication to help in spelling

D. Reviewing the outline
   1. Writing the body of the report by developing the main points
   2. Writing introductions
   3. Writing conclusions

E. Writing the report
   1. Choosing the subject
   2. Knowing the terms involved
   3. Preparing the tentative outline
   4. Obtaining information and putting it on note cards
   5. Revising the outline and writing the rough draft
   6. Evaluating the rough draft by self and/or group
   7. Adding the introduction and conclusion
   8. Proofreading
   9. Writing the final draft

IV. Activities

A. The student will write to various sources such as the U.S. government, the State government, businesses and trade schools to ask for materials. When they arrive, they will be sorted and the student will place them in a box which acts as a file. This activity will be a continuing one but will be the first activity since these materials will be needed by the student.

1. The student will visit the library several times until the teacher knows that the student can use the card catalog, the cross-reference file for encyclopedias, the Reader's Guide and the vertical file. The student will list on index cards various sources of those things which will remain in the library. The class will visit the town library and learn the different services available (i.e., the town librarian will send to the state library for materials).

2. Each student will need some basic text for his chosen occupation. If he is in a vocational school at the time, he will have one available. If not, efforts will be made to obtain some basic text for him.

B. It is important that each student keep an accumulative file which belongs to him and which he can take home. In it he will have addresses related to his job; a bibliography of materials from his school library, the town library and possibly the state library; various magazines and articles related to his job; and other related pamphlets.

C. Each student will keep a small notebook of terms related to his chosen job. In it he will write the term, write it again in syllables, and again phonetically. He will give a brief functional meaning which he understands. A time each week should be devoted to a review of words found during the week. The student will need encouragement from the teacher to keep that list progressing. Groups studying the same or related fields of work might get together occasionally and go over the terms. Having opportunities to pronounce these words, write them and use them functionally will aid the student to remember them. Short reports might be written during the first few weeks and brief talks given to give the student an opportunity to write and speak the words before he begins the longer, more organized report.

D. The student may need to practice outlining by using the basic form given below. This form should be kept as simple as possible. He can fill in blank outline forms so that he can understand the structure of outlining. He might need to practice untangling some mixed up outlines to review the difference between specific and general ideas. Outlining an encyclopedia article is good practice. The student will also need some practice in writing introductions and conclusions.

E. A basic outline form should be followed

   1. Introduce the terms involved in the paper, define them, and give the main topics to be covered in the report in the order they appear in the body.

      a. List the ideas related to the first topic.

      b. List the ideas related to the second topic.

      c. List the ideas related to the third topic. (There is no definite number of main topics, and their order is determined by the writer.)

   2. Pull together the main thoughts of the report, using only a few sentences. Give solutions or repeat main ideas.

F. The student should write reports.

   1. Within a few weeks (three or four) the student should begin his first report. Allow time for questions which can be answered generally before beginning each day's lesson. Each student will follow an organized procedure but will work at his pace since reports will not be of the same length. Some minimum standards should be set as to how many reports should be done and deadlines set for handing them in. A folder with pockets is helpful for holding various papers and cards.

   2. If the student can choose a subject relevant to what he is doing at that time in his vocational course, he may have a higher interest level. The teacher must not expect to smooth all the pitfalls for the student since experience will teach the student more sometimes than any advice, that the teacher may give him.

   3. If the student is to write intelligently, he must know the terms involved; therefore, his own vocabulary list must contain what he needs at this point. He may certainly add to his list any new words.

4. A tentative outline must be written first to use as a guide. As the student reads, he will add to and revise this outline. It is intended only as a guide. The academic student will often supply this outline mentally, but the job-centered student needs to put it on paper so that he can see it.

5. The student lists all the sources he reads. He takes notes on index cards, one fact to a card. He need not list general information or any facts that he already knows unless he feels more secure in doing so. This need not be as elaborate as research notes although having notes will help him sort information later and keep him from feeling like he must create the whole paper himself.

6. When the student has found all the information readily available, he sorts his notes into an order, using his outline as a guide. At this time he should revise his outline to fit the notes he has gotten. He must satisfy himself that his outline is organized. Some teacher guidance is important at this stage, especially for the first two or three reports. After satisfying himself that his notes are sufficient and the outline is organized, he begins writing the body of the report first. The introduction and conclusion are always written last. In fact, he can have only the body of the report written when he goes to the next step -- group-or self-evaluation. If major changes must be made, he will need to change the introduction and conclusion; therefore, it could be a waste of time to go ahead and write them.

7. If all rough drafts are ready at a certain time, then groups may read each other's papers and check for such things as clear explanations, understanding of terms and unity of thought. If no deadline has been set, then perhaps a few students can get together and go over their rough drafts or students can trade papers. Encourage the students to spend some time in this evaluation. Most students write and copy without evaluating. On the first few papers, it might be advisable to set deadlines so that the teacher can control the organization of the evaluating procedure until the student knows exactly what he is to do. After the evaluation is over, the student, by himself or with others, should add the introduction and the conclusion. Proofreading should take place, now. Check for misspellings,

run-on sentences, fragments, diction errors and grammatical errors. The teacher must stress the errors to be found and perhaps illustrate them.

8. The teacher should encourage neatness. The final paper should be typed or written in ink on plain paper (using a lined sheet underneath). The student can use a folder in which to keep all of his reports. The teacher can set up other criteria for writing the paper. Some schools have certain methods for doing all written work. The form itself does not matter, but the student will benefit from having clearcut standards to meet.

V. Evaluation

A. The student will keep a file of all the information he has collected pertaining to his job.

B. The student will keep a notebook of terms related to his job.

C. The student will prepare a tentative outline for his report.

D. The student will revise his outline and write the rough draft for his report.

E. The student will write the final draft of his report.

VI. Bibliography

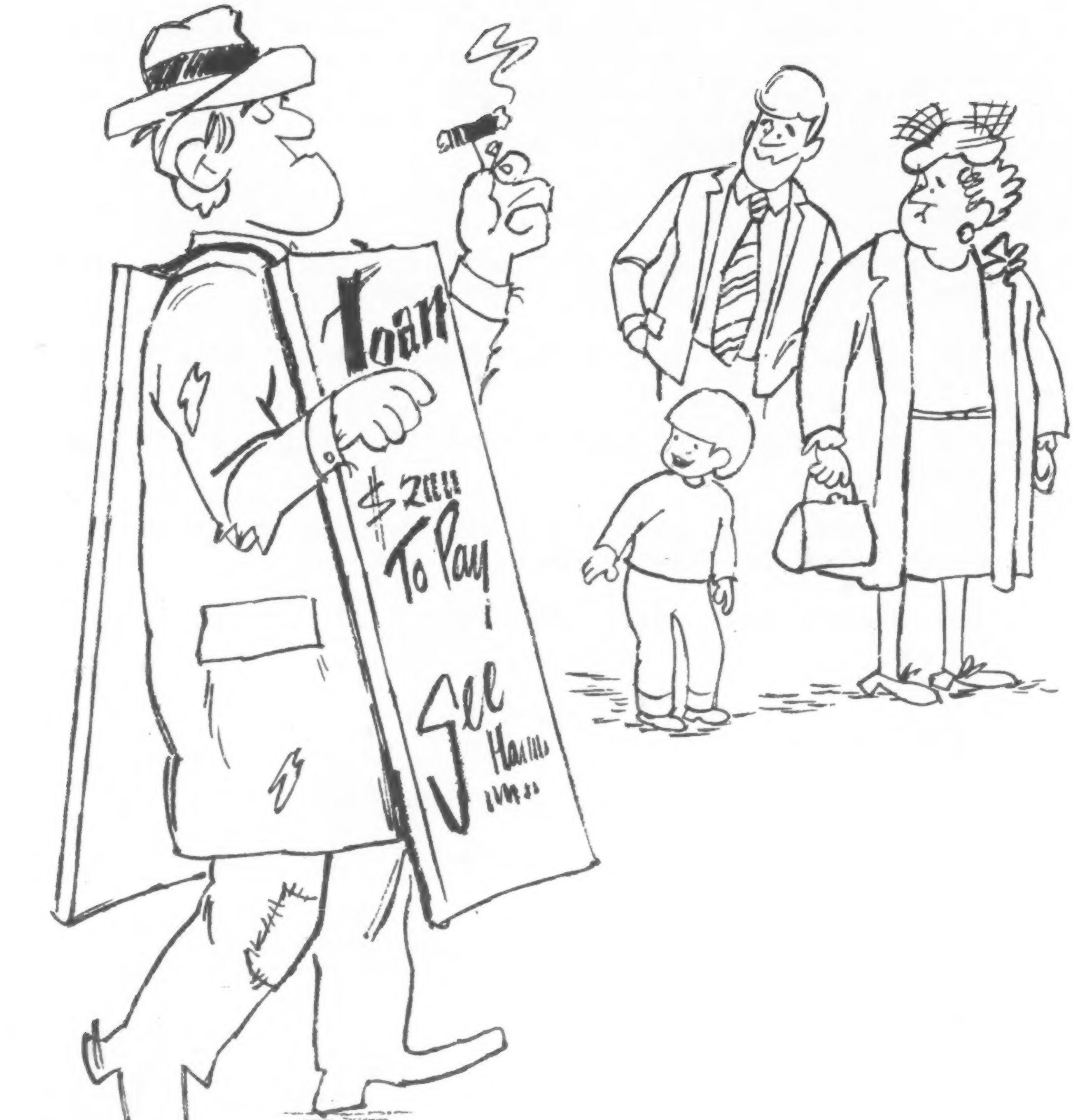
A. Card catalog

B. Cross-reference file for encyclopedias

C. READER'S GUIDE

D. Vertical file

E. Occupational textbooks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JOB INSTRUCTIONS

A Strategy for Teaching Technical Writing

I. Goal

A. The student will learn to write readable, clear concise and complete instructions on how to perform a specific job.

II. Instructional Objectives

A. The student will choose a specific job in which he is interested and plan job instructions to complete that job so a fellow student after listening could perform the specific task.

B. The student will define these technical terms needed to write the instructions.

C. Given instruction in writing a step-by-step reference in the process of explanation, the student will utilize this process in writing his job instructions.

D. To illustrate the practical value of the use of the simple structure by comparison of job instructions using more complex structures.

1. The student will perform a job using complex-structured instructions

2. The student will perform that same job using simple-structured instructions

E. The student will use the familiar word and avoid words that add little or nothing to clarity.

F. Adopting a standardized method of expression such as using second person imperative for operational procedures and third person indicative for description, the student will use this method in writing his instructions.

III. Content

The student needs to be sufficient in giving almost any type of instruction; hence, writing job instructions would be a necessity. Copies, either mimeographed or hand written, of clear, concise job instructions as well as examples of wordy, complex instructions should be used for comparison. Examples, either student written or samples from a text, could be used to illustrate the step-by-step sequence. The student could also collect examples of job instructions from employers or from the vocational-technical school to use as models for his writings.

IV. Activities

A. Use technical dictionaries to define new technical terms.

B. Collect sample instructions that will illustrate clarity and sequence.

C. Use the overhead projector to compare and contrast concise as well as wordy, rambling and sequential job instructions.

D. Review the simple structure in writing job instructions.

1. Use norma word order

2. Avoid fragments

3. Avoid comma splices and run-on sentences

4. Use the pronoun with clear antecedents

V. Evaluation

A. Using a specific job, the student will write job instructions illustrating a step-by-step sequence, simple structure and clarity.

B. Using notes take from his written instructions, the student will present job instructions to be carried out by other students in performing a certain job.

C. A test will be constructed by the student to check his comprehension and spelling of technical terms.

VI. Bibliography

Wilmer, Frank, Project Director, Communication Requirements for Technical Occupations

D. C. Heath and Co. The Dynamics of Language

Job instructions from vocational schools and local employers

Job instructions from commercial products

THE PENCIL AND PEN

A Strategy for Teaching Creative Writing

Introduction

Creative writing makes the student more aware of his natural thoughts and feelings and is often the best way to lead the academically poor student into the experience of writing. Once he begins to write, the teacher can guide him into more sophisticated expression. It is often hard, however, to get specific results from creative writing assignments. This strategy suggests a structured procedure that will lead the student to writing more descriptively through increasing his awareness of his own mind.

I. Goal

To get the student writing descriptively by using a structured procedure that will enable him to transfer abstract experience into language.

II. Instructional Objectives

A. The student will choose a word as a topic for consideration and construct a list of related words by letting his mind freely associate.

B. Using a word from his list, the student will compose a short, free verse poem which comments on or describes his word.

C. The student will recognize figures of speech in everyday language. (It is not necessary that he be able to name or define types of figures of speech.)

D. The student will integrate figurative language into his writing by the process of association and comparison.

E. Given explanation and examples, the student will distinguish between abstract and concrete words.*

F. Given explanation and examples, the student will distinguish between objective and subjective writing.*

G. The student will use his knowledge of figurative language to record abstract emotions and sensory stimuli through comparison to concrete terms by writing short prose paragraphs.

*Although these words may seem too erudite for the slow student, the concepts that they define are present already in the student's use of language. Therefore, the concepts are easily understood. Simple words can be used for explanation and discussion.

III. Content

A. The difference between a flat statement of fact and a descriptive statement that explains a fact.

B. The importance of figurative language in everyday speech.

C. Ways by which words can be described through comparison to related words.

D. The importance of figurative language to make writing more precise and specific, hence increasing communication.

E. The difference between abstract and concrete words. (That abstract words are open to various interpretations. That even concrete words often give only general information. Ways by which abstract and concrete words can be used to describe each other.)

F. The significance of various degrees of involvement by the writer in his writing. The importance of personal response and interpretation of experience in creative writing.

IV. Activities

A. The student is told to pick a word for consideration. He is then to write a statement of fact about that word.

Example:
Word-ending statement --
I GO HOME IN THE EVENING.

B. Choose one sentence from the class and ask the student to evaluate the sentence using the following criteria:

1. How much do you learn about his feelings concerning any word?
2. If ______ were a word you did not know, how much would you learn about _____ from the statement?

3. Could you reproduce in your mind the sensation of ______?

4. Does the statement make the word totally distinct from other words?

5. How interesting is the sentence to you?

C. The student should now evaluate his own sentence, using the same criteria. (They can evaluate each other's by exchanging papers).

D. The student is now to take his initial word and simply think about it. He should record on paper any word or phrase that comes into his mind in connection with this word, no matter how absurd the connection may seem. In this way, the student is able to capture the uniqueness of his perception of the word, a defining of his experience.

Example:
Evening
food
baseball
sunlight
mowed grass
yellow
gasoline
green
freedom
happiness
friends
telephone
girlfriend
pretty
love

E. With these lists in mind, a discussion should be held on various ways to use comparison in everyday speech. It should be emphasized that any word can be described through similar comparison.

Examples:
Travel the road of life
Bite the hand that feeds you
Black as the ace of spades
Sharp as a tack
Soft as a feather

F. The student should go back to his word list and describe his initial word through comparison with words in the list.

Examples:
Evening is the smell of new mowed grass.
Evening is a feeling of freedom.
The feeling of evening is like being in love.

G. The student should now compare those sentences with his original statement of fact using the criteria given in B. He should note an increase in information communicated.

H. Since poetry utilizes figurative language extensively, the student should use his word list again, this time to write a short free verse poem that comments on or describes his initial word.

Examples of poems by students:
Child
Innocent crying
Toys on floors of messy rooms.
Mothers with headaches.

The Sea
Divers
Found solitude, pleasure, peace and quiet in the green, sparkling waters of the sea.

I. A discussion should be held on the difference between things that can be seen, ouched and thus, described (concrete words); and things that cannot be seen or touched but exist only as feelings or ideas (abstract words).

Example:
Honesty is an idea, open to many interpretations.
But through comparison, honesty can be described concretely.
Honesty is having lost money returned.
The Peanuts Happiness Is books can be used here:
Happiness is a warm blanket
abstract *__________ concrete

J. The student should choose a feeling to use as an initial word. He should then, again, let his mind freely associate to get a list of concrete items that he connects with this feeling.

Examples:
Love
letters
flowers
hands
eyes
sunlight
summer
movies

K. The student should now construct sentences that describe the abstract word by comparison with a concrete word.

L. A discussion should be held concerning the extent of involvement of a writer in his writing (subjective and objective). In other words, the student should realize that a writer communicates his reactions to an experience by using words that precisely describe his feelings and thoughts.

Example:
A newspaper story can be used as an example of objective writing.

M. Using his knowledge of figurative language, of abstract and concrete words, and of the importance of the writer's involvement, the student is ready to write a paragraph in which he records the various sensory stimuli, emotions and ideas that he has during a designated period. (This may be a "stream of conscience" assignment.)

Example:
(The following is taken from a student's assignment paper.)

"While sitting here trying to think about something, I heard a noise, I can't tell where it's coming from, but I know it's there. It sounds something like a train whistle far off in the distance or a horn of some kind. Now it sounds like the hum of a thousand bees or a power plant, but there's not one near by."

V. Evaluation

NOTE: Creative writing is often hard to evaluate except in a subjective way. An improvement in the quality of the student's writing is an indication of successful learning.

A. To evaluate an improvement, a sample of the student's writing should be used as a type of pretest. A general descriptive assignment should be made. Since the student's descriptive ability is the consideration here, the pretest should be evaluated only on the basis of figurative language and sensory awareness.

B. At the end of the activities, an identical writing assignment should be made to determine the degree of increase in the student's descriptive ability.

C. Although an end product of improved writing is of primary importance, the intermediary material should also be tested. A completion sheet can be used to check his understanding figurative language.

Examples:
Happiness is like ________.
Parents are ________.
Friendly as ________.

These should be graded on originality.

D. This method can also be used to check an understanding of abstract and concrete words.

Honest in ________ (concrete).
Trees are like ________ (abstract).

E. The student can be asked to take worn out figures of speech and improve them by making them more colorful. This will test his recognition of common cliches in addition to evaluating the extent of increase in his creativity.

F. The student may be given sentences which display various degrees of involvement by the writer. He should rate these according to involvement.

Examples:
__________ The crowd marched quietly like wild animals in search of food.
__________ The crowd marched by the State Building.
__________ As the crowd marched, my terror became a hard knot in my throat.

G. Implicit in the strategy is an effort to make the process of writing easier for the student. The teacher must subjectively evaluate the success here by being aware of any decrease in the student's reluctance to write.

VI. Bibliography

Kaufman, Wallace and William Powers. The Writer's Mind. Prentice-Hall, 1970.

Maynihan, William T., Donald W. Lee, Herbert Weil, Jr. Reading, Writing and Rewriting. Lippincott Co., 1964.

AN ANNOTATED BIBLIOGRAPHY

Aurner, Robert R. and Paul S. Burtness. Effective English for Business Communication. Chicago: Southwestern Publishing Company, 1970.

The book is designed to familiarize students with the value and importance of business letters and correspondence. The role of business literature is treated with considerable length.

Barnlund, Dean C. and Franklyn S. Haiman. The Dynamics of Discussion. Boston: Houghton Mifflin Company, 1960.

While this is not a book for a high school course, it is a valuable resource book for the teacher who is convinced that the study of individual behavior and interpersonal relationships is a vital part of communication.

____________________. Basic Reading Skills. Curriculum Foundation Series. Chicago: Scott, Foresman and Company, 1957.

This junior high text and workbook may be too difficult for the poorest readers. It is divided into sections in order to stress different reading skills i.e., word analysis, word meaning, main idea, relationships and emotional reactions.

Board of Education of the City of New York. Call Them Heroes. Morristown, New Jersey: Silver Burdett Company, 1965.

This paperback series quite readable. Many students should enjoy increasing reading skills with materials of this sort. The series seems particularly directed toward the underprivileged child who needs to become more goal and achievement oriented.

Block, Jack and Joe Labonville. English Skills for Technicians. New York: McGraw-Hill Book Company, 1971.

The book deals with communication skills for job-oriented students. It does not include a traditional approach to grammar, vocabulary and writing, but instead it explains only those skills necessary for good communication. The book is a good supplementary one. The emphasis is on activity rather than content.

Christ, Henry I. Modern Short Biographies. New York: Globe Book Company, Incorporated, 1970.

Biographies of Americans in all walks of life are presented in a concise form. Each person's life reflects upon an ethnical contribution to the growth of America. This collection has an excellent selection of biographical sketches of modern men and women from Dr. Seuss and Walt Disney to Grandma Moses and Mahalia Jackson. Each article is short enough to attract slow readers. However, the many pages of objective testing material which follow each selective seems quite objectionable; students would probably resent them.

Cline, Jay and Ken Williams. Voices. Boston: Ginn and Company, 1969.

This series for grades nine through twelve is designed to incorporate reading, writing, listening, speaking, thinking through a variety of techniques. Records, transparencies, media worksheets, media guide and teachers' notebook are available for each grade level. The short stories and plays are highly motivational for average and "slow" students. It is a bit weak in grammar and style; requires much teacher supplementation. The accompanying records are excellent. The transparencies vary from very good to fair. The teacher's guide has an abundance of useful suggestions which make it an excellent book for a beginning teacher.

Colton, G. C., Grace M. Davis and Evelyn A. Hanshaw. Living Your English (2nd ed.). Boston: D. C. Heath and Company, 1964.

This workbook contains a series of lessons covering the problems of selecting and preparing for an occupation, applying for employment and getting along with the employer. There are various exercises involving the fundamentals of grammar, usage and vocabulary.

Cramer, Ward. Keys to Your Reading Improvement (A Reading Improvement Guide). Portland, Maine: J. Weston Walch, 1961.

This is a valuable source book for the student with poor word attach skills. It may be used at various grade levels (7-12).

Glatthorn, Allan A. and Harold Fleming. Models for Composition. New York: Harcourt, Brace and World, Inc., 1967.

The authors believe that models of good writing (paragraphs and essays) encourage students to emulate them. The entire book (except for several sentence-skill sections) is composed of paragraphs and essays written by well-known and respected authors. There are models for each of the six sections, which are: 1) The Paragraph, 2) Description, 3) Narration, 4) Exposition, 5) Opinion and Persuasion and 6) Writing About Literature.

Goldstein, Richard (ed.). The Poetry of Rock. New York: Bantam Books, 1969.

Goldstein analyzes the lyrics of popular songs showing how the values and attitudes of contemporary life are reflected in the today's music. It would be good to use with poetry units.

Granite, Black, Lewes and Stanchfield. Action Series. Houghton Mifflin Company, 1970.

The series includes a reading practice workbook and teacher's guide as well as the following titles - Encounters, Challenges, Forces, Crosscurrents, Ventures, Vibrations, Reactions, Counterpoints.

Each of the eight paperback books in the series has stories, poetry and a play covering a cross-section of modern (20th century) problems and themes. Literature pertaining to American minority groups as well as a few foreign (French, Spanish, Russian) groups is incorporated in each of the books. There is emphasis on the Negro, the city life (slums), and the culturally and economically deprived in general. The illustrations are numerous and of excellent quality. Story content is at a high interest level, using collequialisms, teenage jargon and slang terms often. The reading level, however, ranges from average to high, the low level reader may have difficulty, but the interest level might compensate somewhat for this.

The reading workbooks are adequate, but a teacher must be careful not to stress the mechanics without using innovative procedures. Otherwise, it is a rehashing of the same old, traditional techniques.

Finally, this series should be useful for most all students who are seeking relevancy in their English courses.

Hance, Kenneth G. (ed.). *Basic Speech in the Senior High School*. The Michigan Speech Association Curriculum Guide Series. Skokie, Illinois: National Textbook Company, 1968.

This short paperback book is a guide for a semester course in basic speech. However, suggestions made in each unit and the bibliography for each unit can be helpful in incorporating speech experiences into any English course.

Lambert, Robert (ed.). *The Range of Literature: Drama*. Boston: Houghton Mifflin Company, 1969.

This anthology contains an introduction on the reader's role in plays. It then contains: *An Enemy of the People*, *Cyrano de Bergerac*, *You Take It With You*, *Our Town* and *In White America*.

Lodwig, Richard R. and Eugene F. Barrett. *The Dictionary and the Language*. New York: Hayden Book Company, Incorporated, 1967.

The value of a dictionary and importance of word origin (etymology) are emphasized with clarity and brevity.

Lynn, Kenneth (ed.). *Designs for Reading: Plays*. Boston: Houghton Mifflin Company, 1969.

This book contains an anthology of short plays including: "The Monkey's Paw," "The Ring of General Macias," "A Marriage Proposal," "A Trip to Czardis," "The Golden Room," "The Death and Life of Sneaky Fitch," "Trifles," "The Slave with Two Faces," "Printer's Measure," "The Oyster and the Pearl," and "Riders to the Sea."

Each play is chosen to teach a particular skill and appreciation. Some are short enough to be used for students with limited attention spans.

Malmstrom, Jean. Language in Society. New York: Hayden Book Company, Incorporated, 1965.

Growth of language and various dialects are conspicuously summarized by way of regional and historical development and usage.

Marsey, Royal J. Improving English Instruction. Boston: Allyn and Bacon, 1969.

This professional reference book would be most helpful to beginning teachers of English and offers helpful guidelines to experienced teachers.

The action research approach is illustrated in this ook.

Marsh, Fries, Tomlinson and Leswing Communications. Where the Action Is, Your Own Thing. The Contemporary Reading Series, 1970.

A paperback book containing eight chapters about the book's four main characters. It is definitely contemporary literature in character delineation, dialogue, theme and content.

Naas, Norman H. and Morton H. Lewittes (eds.). Readings to Enjoy. Literary Heritage Series. New York: The Macmillan Company, 1967.

A collection of non-fiction stories - mostly biography and autobiography. There are three subtopics: "People and Animals," "The Humorous View," and "Meeting a Challenge." Each story is accompanied by discussion questions, vocabulary and suggestions for composition. Although it is easy reading, it should not insult the student.

Poetry: Voices - Language - Forms. Scholastic Magazines, Inc., Englewood, New Jersey, 1968.

Fine poetry selections are excitingly presented in written form. The supplemental recording has good reading but it is not exceptional.

Pooley, Robert C. et al. Vanguard. Galaxy Series. Chicago: Scott, Foresman and Company, 1961.

It is an anthology with a vocabulary suited to the poor reader. The interest level of stories varies.

Priestly, J. B. and Josephine Spear. Adventures in English Literature. New York: Harcourt, Brace and World, Incorporated, 1963.

A treatment of Beowulf to the modern period of English writers is briefly explained. The text employs the epic and other divisions of poetry. Essay, short story, tales novelette and novels are included.

Read Magazine. Columbus, Ohio: American Education Publications

It is a bi-monthly periodical for high school. It covers topics of current interest and thought: provoking moral questions (e.g. freezing persons - cryonics) from several different points of view, readers' poetry and stories, linquistics, humor and awareness-of-your-world type articles. It is good supplementary material for individual reading.

Schachter, Norman. English The Easy Way (3rd ed.). Southwestern Publishing Company, Cincinnati, Ohio, 1969.

This is a workbook that is good for reinforcement exercises in sentence construction. The book uses illustrations that are humorous to students and that are not passed off as "great art." It is easy to run off answer sheets so that the book can be used again. It is useful to the teacher in that he can assign practices to be completed for the student who is not yet ready to move on.

Scholastic Scope. Scholastic Scope Magazine, Dayton, Ohio.

An excellent weekly periodical which includes current interest articles, plays, movies and TV reviews, current news items of interest to youth, a self-expression exercise, puzzles and quizzes on mechanics and cognitive skills, and features on personalities from all walks of life. It often includes vocational articles - job spotlights, interviews and forms. It is geared to middle reading levels (approximately 5 - 8).

Shrader, Hugh E. The World of Work. Portland, Maine: J. Weston Walch, Publisher, 1968.

This is an excellent text for students who are interested in learning how to find employment. It contains detailed information about job preparation as well as how to keep the job. Financial matters and civil service regulations are included.

Shehan, Lawrence Philip. English Can Be Easy. New York: Holt, Rinehart and Winston, Incorporated, 1960.

Grammar, spelling and sentence construction are obviously accentuated in this book.

Smiley, Marjorie B. and Kaufman, Betsy. Who Am I. New York: MacMillan Company, 1966.

Who Am I is one of the books in the Gateway English Series, that is made up of short stories and poems which relates to experiences of today.

Turner, Richard H. The Turner Career Guidance Series. Chicago, Illinois.

Wanting a Job	0600
Training for a Job	0601
Starting a Job	0602
Looking for a Job	0603
Holding a Job	0604
Changing a Job	0605
Teacher's Guide	0606

One hundred thirty-eight structured daily lessons in six workbooks are presented in a cohesive and integrated program for career planning. Each of the books treats a major aspect of career experiences and provides basic as well as specific information about the world of work, much of which is not found in any other material. Help wanted ads, employment agencies and personnel departments are explored in both "fiction" and fact. Basic requirements such as social security numbers and union membership are covered. Actual forms are included for the student's familiarization. Many jobs are well documented including qualifications, education, training, working conditions and salary ranges.

_________________. The Turner-Livingston Communication Series. Chicago, Illinois: Follett Education Corporation.

One hundred thirty-eight structured daily lessons in six workbooks are designed to help the student understand the facts, concepts and opportunities in the world of modern communication. Each title contains important understandings vividly presented in more mature fashion than the Reading Series (Turner-Livingston). For example, The Television You Watch covers the jobs in the TV industry in addition to "accepting yourself," "how to get a part-time job," "learning to evaluate television programs," and "getting along with people."

The Television You Watch	0552
The Phone Calls You Make	0553
The Newspaper You Read	0554
The Movies You See	0555
The Letters You Write	0556
The Language You Speak	0558
Teacher's Guide	0559

_________________. The Jobs You Get. New York: New York University Press, 1962.

This book is a part of the Turner-Livingston Reading Series. It is in workbook form. The student is introduced to a paragraph or two stating a situation. After the conditions have been established, the students become involved in various activities such as: answering questions (comprehension), vocabular, differentiating between good and bad actions and reactions, and preparing various forms. The material could be used for follow-up activity after the content of the lesson has been taught.